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ABSTRACT

This document contains a final project report and curriculum modules from Project GROW, which measured the impact of training on the self-esteem and career awareness of homeless and single parents/displaced homemakers before and after program completion. Project GROW resulted from Project WORTH (Work Opportunity Readiness for the Homeless). The project overview describes the pre- and posttesting of the self-esteem and career awareness of 25 Project WORTH/GROW participants and 25 other single parents/displaced homemakers, showing comparable improvements in self-esteem in both groups and higher career awareness outcomes for GROW participants who attended workshops. Also included are information about the Project GROW video, accomplishments and recommendations, and case studies of seven WORTH participants. Appendices contain the following: news article; Career Assessment Center brochure; sample vocational assessment; Barksdale Self-Esteem Evaluation; list of GROW workshops; workshop evaluation form; pretest/posttest results for WORTH participants; pretest/posttest results for control group; self-esteem pretest comparisons; self-esteem posttest comparisons; and GROW video outline and script. Career awareness and self-esteem curriculum modules each contain three lessons. The career awareness modules address the following: increasing awareness of career options, determining interests and suitable career choices using Self Directed Search, and using the Occupations Finder and the Dictionary of Occupational Titles. The three self-esteem modules are as follows: introduction to self-esteem and related emotions, evaluating self-esteem using the Barksdale Self-Esteem Evaluation, and improving self-esteem. Each lesson consists of major concept, supporting concept, behavioral objectives, and instructional strategies. (NLA)

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FINAL PROJECT REPORT

PROJECT GROW

January, 1989 to June 30, 1989

Jefferson County Public Schools
Adult Education
4409 Preston Highway
Louisville, Kentucky 40213

Project Number: 0541-89

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PROJECT GROW

PROJECT GROW OVERVIEW AND OBJECTIVES

Project GROW, funded by the Kentucky Department of Education, was a program to measure the impact of training on self-esteem and career awareness of homeless single parents and homemakers. This project was initiated as a result of another project: Project WORTH (Work Opportunity Readiness for the Homeless) which was funded this past year by the U.S. Department of Labor to provide basic academic education, basic living skills training, vocational skills training and job placement and retention to homeless persons in Louisville (Appendix A). It was estimated that 75-80% of the participants were single parents and homemakers. Project WORTH did not provide for any research on the growth of self-esteem and career awareness that the participants might experience.

Project GROW was designed to assess career awareness and self-esteem as the participants entered the program, provide a career awareness and self-esteem educational component and assess the growth of self-esteem and career awareness as participants completed the program. In addition, a video was planned for state-wide use covering characteristics of the participants, pre/post-test results measuring growth of self-esteem and career awareness, and program content and guidelines for working with similar groups of single parents and homemakers. Training modules were planned for teaching self-esteem and career awareness to single parents and homemakers. It was intended that the final report for this project, describing characteristics and problems of this population and a successful program for helping them, could be used state-wide by other school systems or community organizations wishing to start similar programs.

PRE-TESTING FOR PROJECT GROW

Pre-testing for Project GROW was done in conjunction with the evaluation and assessment process for entering Project WORTH. Prospective participants were given applications and enrollment forms in the shelters. The Slosson Oral Reading Test (SORT), the TABE locator, the SAGE Interest Inventory, and the Barksdale Self-Esteem Evaluation were all administered at the time of application. The TABE academic tests were administered in the learning lab at DuValle Education Center.

Participants were transported to the Career Assessment Center at Durrett for the SAGE Vocational Aptitude Battery and General Development Levels Testing (Appendix B). Participants were given a complete vocational assessment including career counseling. The assessment took approximately 4 1/2 hours with a counseling follow-up session. Persons completing the assessment gained self-understanding as well as an increased awareness of options and alternatives. A detailed profile of test results matching the evaluee to training programs and all job titles in the Dictionary of Occupational Titles is included (Appendix C). If desired, the profile can include a job description and a list of potential employers in Jefferson County. WORTH participants were given the Self-Directed Search (SDS) at DuValle following the assessment at Durrett. Participants were interviewed during this time and quotations and examples are included in this report in the section entitled WORTH Case Studies.

Two testing instruments were used to pre/post test Project WORTH participants for Project GROW. The first of these, the Self Directed Search, is an interest inventory developed by Dr. John Hammond to assist individuals in career planning (Appendix D). It is designed to tap into the sub-conscious mind to determine career interests. It is an uncomplicated means of career planning, according to representatives from Metroversity, who routinely use the inventory in career planning and counseling sessions. This is because the results of the inventory do not depend on aptitude or test scores. It is especially helpful for persons with low self-esteem, which makes it perfect for the homeless population. According to Metroversity counselors it can be a powerful counseling tool when used in combination with test results from the Career Assessment Center. (Metroversity is a post-secondary counseling service provided by area higher education institutions.)

The SDS identifies the three or four most dominant of six possible personal characteristics. These characteristics depend on the background of the individual. The possible characteristics include: realistic, investigative, enterprising, social, artistic, and conventional. These correspond to possible occupations listed in the Occupations Finder (Appendix E). The three or four dominant characteristics may appear in many possible combinations. The beginning letter of each characteristic forms the summary code of the evaluee (ie. RFA, SCI, etc.)

The occupations of greatest interest can be compared to the Dictionary of Occupational Titles to determine suitability. Those seeming most suitable can be researched in the Occupational Outlook Handbook and other reference materials on careers.

The second evaluation instrument used in this study was the Barksdale Self-Esteem Evaluation (SEE) (Appendix F). It has been reprinted in this study with written authorization of the publisher and copyright holder, the Barksdale Foundation, P.O. Box 187, Idyllwild, California. The SEE consists of a 50 item questionnaire. The items are answered by choosing "0" if not true, "1" if somewhat true, "2" if largely true, and "3" if true. The score, or "index," is determined by finding the sum of the even numbered statements and the sum of the odd numbered statements and subtracting the sum of the even from the sum of the odd. The possible range of the index is from -75 to +75. (The new revised evaluation has been shortened to 25 items.)

Persons taking the Self-Esteem Evaluation are urged not to be concerned if scores are low or negative. They are reminded at the end of the questionnaire that self-esteem is the "automatic product of ones heritage and total life experience; and thus nothing to be ashamed or embarrassed about." The score is intended to be a beginning reference point in gauging progress in building self-esteem since self-esteem can be improved by conscious effort.

GROW EDUCATIONAL COMPONENTS

After being pre-tested in career awareness and self-esteem, WORTH participants were involved in educational program components designed to help them improve in both areas. After evaluating the crowded conditions in the shelters and upon the recommendation of the shelter directors, the educational portion of this project was taught to persons from the shelters at the DuValle location. Participants were given career awareness information and counseling as a part of their career assessment. They were also involved in workshops covering many areas of career planning, job readiness, job seeking, and job retention (Appendix G). As a part of these workshops the participants were given information on grooming and appropriate dress. A hairdresser spoke about hair care and cut and styled the hair of the participants. A twelve session course was given on self-esteem improvement and related topics. A special workshop was given for Stress Management. Participants evaluated the workshops using an evaluation form. (Appendix H)

POST-TEST RESULTS AND CONTROL GROUP COMPARISONS

Following the educational component, 25 participants were post-tested. A comparison of pre- and post-test results for the 25 participants showed that sixteen (60%) improved their self-esteem and eighteen (72%) showed changes in career choices. These results were compared to a control

group of single parents and homemakers involved in a vocational program without the self-esteem or career awareness components. In the control group seventeen (68%) improved their self-esteem but only nine (36%) showed changes in career choices (Appendices I & J).

Eleven WORTH participants showed lower pre-test scores than the control group and five participants in the control group pre-tested higher than any of the WORTH participants. (Appendices K & L). Although one more participant of the control group improved in self-esteem than in the WORTH group, the WORTH participants pre-tested at a considerably lower level.

To further analyze the results of self-esteem pre- and post-test evaluations, additional descriptive statistics were employed. The results of the evaluation are presented in Tables 1-3.

Table 1 provides information on Project WORTH participant's self-esteem ratings. As noted, WORTH enrollees began the project with a pre-test average of 16.88 and at post-test, the average had increased to 28.20, a gain of 11.32 points. The group's median increased from a pre-test level of 19 to 29 upon post-testing, a gain of 10 points. Modal scores from pre- and post-tests of self-esteem increased from 2 to 4, indicating greater variability in participant's responses, while the range of scores increased by one point.

Table 2 provides information on the Control group participant's self-esteem ratings. As shown, Control group members began the project with a pre-test average of 33.16 and at post-test, the average had increased to 36.60, a gain of 3.44 points. The group's median increased from a pre-test level of 32 to 39 upon post-testing, a gain of 7 points. Modal scores from pre- and post-test of self-esteem increased by one, indicating a minimal change in the variability of participant's responses, while the range of scores increased by one point.

A comparison of WORTH and Control group participant's self-esteem ratings may be found on Table 3. As noted, the two groups started with a 16.28 average point pre-test difference in favor of higher self-esteem in the control group. While the control group was still noted to express higher self-esteem upon post-testing, the margin had decreased to 8.4 points. As presented earlier, both groups showed over-all increases in self-esteem (WORTH = 11.32, Control = 3.44), with WORTH participants making the greater gain.

The control group also began the project with a higher median score (32) than the WORTH group (19), a difference of 13 points. Upon post-testing this gap had narrowed to

Table 1
Project WORTH Participants Evaluation
of Self-Esteem

	Pre-Test	Post-Test	Difference
Mean	16.88	28.20	+11.32
Median	19	29	+10
Mode	4, 40 (twice)	29 (4 times)	-1 Mode
Range	67	68	+1

Table 2
Control Group Participants Evaluation
of Self-Esteem

	Pre-Test	Post-Test	Difference
Mean	33.16	36.60	+3.44
Median	32	39	+7
Mode	24, 26, 39, 45, 54 (twice each)	28, 31, 43, 44, 50, 59 (twice each)	+1 Mode
Range	61	63	+2

Table 3
Comparison of WORTH and Control Group
Self-Esteem Ratings

	Pre-Test			Post-Test		
	WORTH	CONTROL	DIFFERENCE	WORTH	CONTROL	DIFFERENCE
Mean	16.88	33.16	+16.28	23.20	36.60	+ 8.40
Median	19	32	+13	29	39	+10
Mode	2	5	+ 3	4	6	+ 2
Range	67	61	- 6	68	63	- 5

10 points with the Control group increasing to a median of 39 and the WORTH median rising to 29. There were a greater number of modal scores in the Control group than the WORTH group both pre- and post-testing, while the range of scores across the two groups decreased from -6 at pre-testing to -5 at post-testing.

PROJECT GROW VIDEO PRODUCTION

Copies of the video produced for this project are included with this report along with a copy of the outline and script (Appendix M). The opening scenes of the video include facts about the homeless in America along with various scenes of the homeless. Some of the opening shots were dubbed from a video loaned by Metro United Way and a PSA tape from The Coalition for the Homeless. Some of the shots are actual people and places in Louisville. The video is narrated by Dr. Meta Potts, a consultant with Jefferson County Adult Education. Homeless persons interviewed on the tape are participants in Project WORTH. The video includes interviews by Marlene Gordon, Project WORTH Coordinator, Sue Speed, Director for Louisville Coalition for the Homeless, and Jeannie Heatherly, Assistant Director, Jefferson County Adult Education. Shots of emergency housing were taken at Wayside Mission and St. Vincent DePaul. Shots of transitional housing were taken at Home Place.

Working on the video was a very interesting and touching experience for all involved. It allowed us to meet some of the people who have used the services offered in Projects WORTH and GROW to change their lives for the better. It allowed us to see how valuable both programs have been.

During interviews with the WORTH participants (80% were single parents and homemakers) information was obtained that reveals the depth of the problems of the homeless. The following case study report was prepared as part of the evaluation component for Project WORTH. It offers a close look at the lives of some of the participants including difficulties and accomplishments. It dispels the myth that most people are "down and out" because they consciously choose that way of life.

ACCOMPLISHMENTS AND RECOMMENDATIONS

The WORTH program has served 210 persons referred from shelters or agencies to date. Of the 210 served, 166 were single parents and homemakers. Services to the participants included the following:

113 persons received vocational assessment

113 persons received basic skills training

109 persons received academic upgrade instruction

99 persons received vocational training

5 persons have received their GED to date

37 persons have been employed as a result of the program

175 children have been enrolled in the child care program

As a result of the pre/post testing in self-esteem and career awareness sixteen participants (60%) of the twenty-five WORTH participants studied improved in self-esteem and eighteen participants (72%) showed changes in career choices. This can be compared to the control group who received vocational training without the self-esteem and career awareness component, where seventeen participants (68%) showed improvement in self-esteem, but only nine participants (36%) showed changes in career choices. (Appendices I & J) It can be noted from Appendices K & L that while the WORTH participants did not show as high a percentage of gain in self-esteem as did the control group, they started with self-esteem scores that were significantly lower.

The real impact of the WORTH program on the participants can best be seen by reading the case studies, viewing the video, and reading evaluation comments. When asked the question, "What has Project WORTH meant to you?" participants made the following responses:

James: "I have gained self-confidence as far as knowledge and my ability to work. I feel good from day to day because I always have a feeling of accomplishment. It keeps me hopefull."

Joyce: "I was able to go back to school to get my GED. I am still going to Project WORTH to further my education so I can go to Jefferson Community College in the fall."

Alfred: "I have learned to walk into the future, instead of sticking my nose into an alcoholic beverage bottle and giving up so easily."

Laura: "It has meant the chance to go to school and better myself. It has also put my children in quality child care that's free. It has provided transportation and lunches. The staff at Project WORTH is excellent. I thank God for all their help."

Vincent: "Project WORTH has helped me have more knowledge of working skills, and I have grown up. My kids are

happy to come to daycare. Thank-you for the opportunity for the program."

Brenda: "Because of Project WORTH I have a second chance. I am a single mother trying to get an education so I can get a good job to care for my children better."

Kathi: "Project WORTH has meant the first step towards goals I have set for myself. Before I started the program I knew what I wanted to do, but with no money and two children, I didn't know how to get started."

Bonnie: "An opportunity to change my life for the better. A chance to stay out of the environment I was trying to survive in, and a way to make a secure and stable home for me and my four children."

Projects WORTH and GROW have made a difference in the lives of most of the participants. Homeless persons are achieving successes that both they and society never thought possible. The impact will be felt in this generation and hopefully in future generations as well. It is easy to recommend replication of this successful program and further study of this population.

Project WORTH Case Studies

Seven Project WORTH participants were selected for focused interviews in order to determine the extent of the program's effect on them as individuals as well as its effect upon their families. The seven were chosen as representative of the larger group because of their distribution in a variety of shelters, emergency and transitional; their marital status, single, separated, and married; their age span, 21-41; their race, two black and five white; and their gender, two males and five females. They were first interviewed as a group and then individually. Their interviews are compiled into a case-study report, personal in nature but general in application. The following narrative contains actual quotes from the participants, and each is considered genuine and as truthful as cautious people can be. The data were triangulated by interviews with staff and by researcher observation.

As the interviews began, the "grand tour question" was simply, "Please tell me about your involvement in Project Worth." As each participant unfolded his or her own story, the researcher focused on certain aspects which seemed to connect the past with the present. Four questions were selected for centering:

1. The changes in myself which I have observed and which I feel are a result of this program are...
2. The things in the program that have been most successful for me as an individual are...
3. The things about the program which have caused me the most problems are...
4. The immediate and long-range goals that I have set

as a result of this program are....
Commonalities, patterns, and categories quickly surfaced, and these groupings provided the units for discussion in this report.

Other discussions and reports pertaining to the population known as "the homeless" most often refer to their current lack of income, their lack of material possessions, their lack of affordable housing, and perhaps their lack of dignity. While all these "lacks" are genuine and acute, there is more to the story. The deprivation is neither one-dimensional nor one-generational. To understand how and why the people in this program are part of "the homeless community," it is necessary to look into their pasts. Such a perusal reveals a strong connection to the present. Therefore, the first section of this report focuses on those aspects of the participants' backgrounds that are most pivotal in relation their present life circumstances. The second section points to the influence of the Worth Project on participants' short and long-term goals.

Even though the Worth Project students assign self-blame to their situations and claim they are accountable for their failures, the heavy mantel of responsibility is not all theirs. In most cases, the basic physical, emotional, and psychological needs of these people were not met or maintained when they were children.

Although they report no real cases of starvation or even unrelenting hunger, food was usually purchased from the sale

bins with an eye for quantity over quality and often prepared in ways that were not healthy or nutritious. It did not seem to go far enough, they say. "I was a skinny kid; we just never seemed to have enough food to go around...the younger kids needed it most." When speaking about their basic physical needs, the respondents defend those whom the system holds responsible: "My mother tried--she done the best she could." "Dad just couldn't seem to get enough money to buy a decent bag of groceries."

Cleanliness, both personal and environmental, was a luxury and generally not considered essential or important in homes which tried to shelter 7 or 9 or 11 children. Consequently, hygiene habits today are not conducive to healthy bodies. Often, young people in their early twenties are missing part or all of their teeth, suffer from inordinately debilitating illnesses, and lack a sense of what is considered common good grooming. Apartments in transitional housing, rooms and personal areas in shelters suffer from a lack of care and good housekeeping practices.

Love, spoken or shown, is not only a basic emotional need, it is a right of every child. But many of these people report that they never heard the word and never experienced the feeling from their own parents. The sense of belonging--having identity and stability--was non existent for most. Street survival was learned early, but the kind of future-oriented survival that is accompanied by "hope" was not a part of their lives. Today, the crisis situation controls

them; many see no way out.

Psychological readiness in adults is a result of self-esteem and self-worth, which in turn, come from having learned how to cope with life. Coping skills are part of the learning skills which most people glean from interaction in the educational environment. But these students report that school was not a priority for most of their parents. Some were 2nd, 3rd, and 6th grade dropouts. Some paid lip service to the advantages of schooling but did not enforce the value of learning.

Learning needs of children transcend the school; they extend into the remote areas of kitchens and closets, backyards and back alleys, grocery stores and city halls. These learning experiences must come from parents and others in the family. When parents have not fulfilled their "first-teacher" role, when they have not completed their task of raising their dependent children to be independent adults, when they have not provided security or direction, these learning needs are not met. The results are the perpetuation of the cycle of dysfunctional homes and disintegrating families: illiteracy, poverty, welfare, and degradation.

EMOTIONAL NEEDS

The "attribution theory" holds that when a person ascribes success or failure to oneself, the successes can be repeated and the failures avoided. But when one has a history of emotional deprivation, it becomes difficult if not

impossible to separate culpability from blamelessness. "Why," for example, "doesn't anyone like me? I must not be likable."

Because of her childhood experiences, Flo is not sure that people are naturally attracted to her and admits that she tries to buy friendships. She does this, she says, because she had disappointed both her mother and her father by being a girl. She tried hard to "be a boy for them" by becoming involved in sports, by being tough, and by looking masculine. Still, they did not support her by coming to her games or even by feigned interest in her activities. She was never able to "buy" their love, but Flo continues to try to purchase attention from others with gifts and favors. At the center where she lives, she even does chores for others who do not do their jobs. When the social workers tell her that she should not do that, Flo says, "But I want them to like me."

She says she is learning not to do this, but it is difficult to break the behavior pattern. Recently, one of the other residents at the spouse-abuse center gave Flo a two-liter bottle of soda. "It feels good to have someone care for me," she admits, and a softness replaces the brash facade for a moment.

She lacked the identity and sense of belonging that develops when one is a recognized member of a family. "My parents were never there when I needed them," she says. "I don't remember ever being hugged." Her hugs have come from

was a child. The oldest of nine children, he had to grow up quickly. His dad never held a steady job, and the children suffered from that. They moved often, changing neighborhoods and schools, losing friends and identities. "I resented that," Vince admits, and "we don't get along now. I don't want them (mom and dad) in my life."

Neither stability nor the security that comes with it have been a part of his adult life, either. Feelings of rejection surface again when he speaks about his wife, who left one day while he slept. "She told me she had to go to the store," he says, "but she never came home. She was tired of things the way they were." Vince and his three children live in the Rangeland Apartments, and he tries to give them the nurturing they miss from their mother. But, he says "it is hard to provide for all their emotional needs." He intends, though, to provide them with the identity and direction that were missing in his childhood.

Marlene believes that part of Vince's success in the program is due to the nurturing that he receives. "People here care about him and about his children," she says, "and that is something new for him."

Vince was abandoned emotionally as a child and literally as an adult. James also knows what abandonment means. He and three brothers lived in foster homes and a boy's shelter after their parents left them alone in "that big, pink, two-story house," which still and will forever exist in the recesses of a man-child's memory. At the age of five James

became the care-giver, even though he had an older brother. He heard nothing from or about his parents for two years. When his dad showed up, the two older boys were given over to him, but he left his sons again in a few months. After that, James was on his own. He was never adopted and felt he never really belonged in any of the families that agreed to shelter him.

His wife, Gala, also lived in a foster home, sent there at the age of six by a resentful father and two spiteful, older sisters. "The girls drove my mother crazy with their drugs and lifestyles. I took her side against them, and Dad stood up for them. When Mom had to go into the mental hospital, Dad gave me to my mom's stepbrother, and I lived with him for three years."

When their youngest child died from Sudden Infant Death Syndrome, it was like being abandoned again. Gala suffered her own mental illness, overcome by depression and grief. James and Gala became wanderers, and Marlene says they are "like Job--everything has happened to them." And, like Job, James has fought back for so long that at 28, he is already tired. Quiet, reticent, and seemingly weak, he lets his wife dominate the family. He does not like to make decisions, and his "ambition is scattered," according to Marlene. It is as though he had an arrest of emotional growth when he realized that his mother and father were gone for good.

Earlene knows, too, about vanishing parents. Her father "just disappeared," she says when she was fifteen. She is

the oldest of five children and was left with adult responsibilities. She feels that all the nurturing and love that her mother was capable of giving went to the younger brother and sisters. Even now, she feels that no one is concerned with her situation, not even her mother. "She just don't care about me," Earlene says.

Marlene says that Earlene is completely depressed, hostile and angry. "She has chosen to withdraw and has no friends." Earlene confirms her lack of friendships and hesitancy to form emotional bonds. So much is going on in her life, and she is "trying to handle one thing at a time."

Unable to find either security or shelter in her marriage to a drug addict, Earlene and her four children live in transitional housing while she waits for approval to move into a low-income housing development. It seems like more than 11 years since her father left, Earlene says. There are so many problems, and "I am very sad. I do not seem to belong anywhere."

Connie did not belong in her family either. She is the fifth of 11 children, and when she was not yet a year old, her father gave her away. "Come and get her if you want her," he told his brother. The uncle came and also took one of Connie's brothers to live with him and his wife. The siblings never see each other. "They are scattered everywhere," Connie says. Her foster parents never adopted her, but she feels they are her "real parents," she says. "They care about me even though they cannot do anything for

us financially now." Connie does not like to admit it, but her foster parents sent her away when she became pregnant out of wedlock for the second time. At the age of 21, she has been rejected twice by parents, several times by men, and now lives with her four children at the Salvation Army.

Marlene remembers how childlike Connie was when she first came into the program. "She was deprived of affection and caring. She used to follow the staff around, much like a small child or an animal seeking attention. She was always 'the good girl' fishing for compliments and praise from us." As her due date drew closer, Connie tended to step back, to miss more school days. "A heaviness seemed to overtake her," Marlene says, "and all the little girl aspects were gone. It seemed as though she was overwhelmed with this huge sense of responsibility that comes from being both mother and father to all those children."

Sharon says she doesn't know much about her father. "He left when I was very young. There were already eight children in the family by then." Her mother cares about her, she says, but Sharon gets no help from anybody in her family. One of her sisters died two years ago, and the grandmother accepted the responsibility of the two children left behind. "That's all she can handle," Sharon says. Brothers and sisters do not offer help, and she says she would not accept it if they did. "I want to try to make it on my own," Sharon says. So, she lives in transitional housing, hoping one day soon to have the kind of job she needs to support herself and

her son and to live in a "good home in a nice neighborhood."

Sharon is so private that staff and students do not know her well. Marlene says she always smiles and seems "to be up." But there are times when she seems "overly appropriate" as though, like Connie, "she wants us to say, 'such a good girl.'"

PSYCHOLOGICAL NEEDS

The missing element from all the personalities in the Worth Project is self-esteem or a sense of self-worth. It is no wonder, since years of failure preceded the final blows which knocked these people into the "homeless community." Even though they assume the blame, responsibility for these failures cannot rest solely on these individuals. The parents, the schools, and society are jointly involved.

Flo says she never did amount to anything as far as her parents were concerned. Not only were they disappointed that she was a girl, they seemed disappointed that she was even born, according to Flo. "They just didn't care about me," she says. "They showed little concern about anything I did, including school. When I told them that I was going to quit, they said 'fine, if you want to quit--quit." Education was not a priority for them because neither of them finished school. Flo's dad dropped out in grade 10 and her mother only finished 5th grade. "My brother and I got a raw deal," Flo believes.

Her feelings about herself carry over into her relationships with other people. Part of the rationale for

men who mistreated her, fathered her three children, abused her and the babies, and disappeared. So hungry for love that she is willing to submit herself to their cruelty, Flo remarried a man who had been in jail for assault, and as a result, lost custody of her children.

Lacking the security of a stable household as a child, she sought stability and direction in a career as a woman wrestler. "I met a nice lady who offered me a future," she says, and at fifteen, Flo left her family to join the tour. Traveling was nothing new to her. She has lived and been schooled in 36 states, following a father who was an itinerant farm worker. Always the new kid on the block, always the one who did not belong, she learned early "you have to fight for what you want." Her security came from her ability to win "cat fights," a skill which paved her way into the arena, where she was billed as "the bad girl." "I was the one everybody booed--everybody hated."

Accepting this role of rejection, she also accepted the battering by her husband, which seemed a natural extension of the emotional battering inflicted upon her by her parents. Now, at 23, Flo lives in the spouse-abuse center, alone.

Marlene, Coordinator of the Worth Project, remembers her first impression of Flo. "She was rough and tumble tough. I wanted to walk around her; she was non-approachable." But six weeks later, Flo placed valentines on the desks of the teachers and staff in the program.

Like Flo, Vince never knew what "security" meant when he

quitting school was that she could not get along with other students or the teachers. She sees herself as pleasant and "good humored," liking to joke and tease those around her, considering this to be a way of establishing friendships. "But," says Marlene, "others do not view her teasing as friendly. She has a way of 'zinging' others, saying things that put others down, which creates a wall between them. I believe she does this purposefully to keep others at a distance." For example, Flo teased Connie about being pregnant, calling her "Prego" most of the time. Connie, who had kept her coat on to hide her pregnancy at first, was intimidated by Flo and pretended to laugh it off.

Flo is so used to physical and emotional battering that the physical pain associated with abuse seems to her a way of defining love. "She needs to learn," says Marlene, "that pain and love are not the same. She has not had enough counseling yet. She has to get away from the brutality or she will continue to send out the vibes that give a feeling of non-approachability."

Connie's lack of self-worth goes all the way back to early childhood, when she "was not important enough for her parents to keep." Then when she was in school, "the teachers," she says, "only cared about the best students--the popular ones--they got all the attention." Marlene remembers "how deprived of caring" Connie seemed to be. She needed to be close to us all the time. She had such low self-esteem."

Connie says, "Nobody else made my mistakes, and I don't

depend upon others to do for me. I do it on my own." But it is clear that it would be easier for her if she did have someone who cared about her. "Sometimes..." she trails off into nothingness. Then she adds, "A child needs to know that her parents are interested."

James and Gala are more than interested. They are committed to their children. James says they are the only things that matter. "That," says Marlene is not true. James matters, too. He, however, does not think so. It was obvious how he felt about himself when he first came here. He would not look at us or talk to us very much. He was so quiet that we did not realize, at first, how bright he is."

He had just begun to become involved with the program when Gala entered. "It was as though she had moved into his world," Marlene says, "and she took over. He was so willing to let her--he didn't think he could do it."

The sadness that seems to overwhelm Earlene is an extension of her feeling about herself. Believing that her mother cares more for the brothers and sisters than for her, Earlene laments her loss of family..."Nobody cares." Not even her husband. "His habit got me where I am today," she says. The stress associated with constant feelings of rejection contributes to Earlene's lack of self-esteem. This in turn creates tension with all those around her. She admits difficulty getting along with family and those with whom she associates in the program.

Perhaps Vince is the most vivid example of what the lack

of self-worth does to a person. When he first entered the Worth Program, he came sans clothes, sans teeth, sans cleanliness. He was caustic and impolite. Marlene says the staff saw the need to work hard on his image. "He thought he was not worthy of the time and effort it takes to clean up or to spend money on himself. All the money received from human services went for his children. He used to say, 'they are all that is important.'" He learned that behavior from the constant need to "give up everything" to the eight younger brothers and sisters in his family. The suppressed anger he experienced as a child later became a sense of despair. He withdrew from people and was reluctant to discuss his problems with anyone.

BENEFITS FROM THE PROGRAM
(As seen through the eyes of the Project Participants who served as respondents in this case study)

Vince readily offers, "This is the best thing that has ever happened to me. I like myself better. I like being around people, and that makes me want to be polite. I care now about how I look. I have made some special friends." He likes the program and the classes so much that he has not missed a day. For once, Vince is number one. "I feel that my priority has to be to get my skills, to complete my studies so that I can get a good job." His despair has turned to hope, both for the immediate future and for long-range goals.

One of the goals he never dreamed could be realized is

the education of his children. His 17-year-old son had quit school because the district transferred him when they found out he had moved. "Nobody could get him to go back, not the social workers, not the courts, not the school counselors. But when he saw me in school, he got real interested. He has always been a good reader, and I asked him to help me with some of my homework. He started to read my school books and quiz me. Now, he is coming with me, attends the lab classes and will soon take his GED exam. He's even talking about going to college and law school. I tell him I'll do whatever it takes to get him through. When I think back, I remember how all those people tried to get my son to go to school, but he came back when he saw me in school."

Vince's 7-year-old has also become more interested in reading. "He comes in with me to study, and we do our homework together," Vince says. "My little girl sits there with us and listens. She pretends to read. She scribbles and does her homework, too. She is only three, but she is learning a lot."

She gets her father up at 6:30 every morning and says, "Let's go. We have to go to school." She attends the day care program while her father studies accounting and bookkeeping. Vince expresses pride in the whole family when he says, "My children won't be like my parents and my brothers and sisters--they all quit school before the 9th grade. My children are going to graduate and be ready to get a good job."

Vince says that since he entered the Worth Program, he has not been discouraged at all. Once he acquires the skills he needs, he intends to go to work as an office clerk. Then, he says, "When I get on my feet--get established and everything--I am going to buy my own restaurant. That is my dream."

Marlene's goal for him is to be self-sufficient and out of the system. "He will get a good apartment and begin to build a better life for the children. They are his whole life," she says, and "he needs to get all he can for them. Right now, he gets what he gets only in the program."

Earlene wants to take the GED test in May and then get more training and job skills. She appreciates the day care center which her children attend while she is in class. At first her daughter did not want to leave her mother, but one day, she said, "Bye, Mommy, and that was that. She has been fine ever since." Like Vince, Earlene serves as a school and study model for her children. "We are together more now than we used to be--studying and playing. The kids are doing better in school, too."

She knows she will have to learn to drive someday, soon, and it does not seem as scary as it once did. The small school successes and the improvement in her self-esteem are leading her toward more success. She likes her typing class and believes that it won't be long until she has a good job.

Her toughest and bravest decision came a few days after this interview, when she elected to commit her husband to the

Drug and Alcohol Abuse Center. She could not have done that earlier. She did not have the confidence. "He had stolen her self-esteem, but he will no longer steal her AFDC money and food stamps to trade for drugs," says Marlene. "It broke her heart to declare him incompetent, but she said she wanted to save his life." Maybe they will get back together someday as Earlene says she wants to do, but even if they don't, she has begun to build a new life and to look toward the future.

Gala and James are also appreciative of the day care facilities available to them in the program. Their 3-year-old daughter stays there while Gala studies to complete her GED. She is already enrolled in pre-nursing classes in the vocational education school. "I have wanted to be a nurse since I was a little girl," she says, but I never thought it could happen. Now it can, and I will be a good nurse because I know what it's like to feel helpless."

James is one of the few in the program who has finished high school, and he is concentrating on developing job skills. "My short-term goal is to learn construction," he says, "but I am really interested in business management. I think that one day I will build my own home, too. That is a promise I have made to Gala."

They, too, see a difference in the way they view their children's education. "Our children look up to us for being here. They like it that the whole family is in school, and they know that we are trying to make things better." When the family arrives home, they set aside their studies to

spend some fun time together as a family, and then after supper, they do homework. "We help each other. We all are interested in what the others are doing."

Marlene says they are survivors and they will make it. They may drag their feet, but they won't quit. Gala is absolutely sure of it. "We've come a long way," she says, "and we're going to keep on going."

Flo also thinks more about the future and taking care of "the three little ones," as she calls them. "When all this mess is cleared up and I get the children back, I will have them here with me in day care. I am going to complete my GED and get job skills. Project Worth has made me realize how important education really is. I will tell my children to stay in school--to learn things and to feel good about themselves."

Marlene says the program is so good for Flo because it is one of the few positive things in her life. "It gives her a place to go and something worthwhile to do." She is developing an independence and a willing spirit that she says will help her provide the best she can for herself and the kids. "I know I will do it," she says, "and soon."

Sharon's dream is to complete her GED and then to become a computer operator. She likes what the program has done for her and her son, as well. She shows more interest in his school work, and he shows interest in hers. "We talk about our studies and do our homework together. We read to each other. He knows that this is going to help us get off

welfare."

She believes she has matured a great deal in these few months. "I take life more seriously now," she says. "I am a better mother and more concerned about life. My son realizes the change in me, and he likes it." Marlene agrees with the assessment. "Sharon started out in the 'literacy component' and moved up fast. She is now studying for her GED and she is succeeding."

Connie's situation is one of the most tragic. At 21 and the mother of four children under 4, she seems locked into the system. Marlene asks, "Can she be anything but a welfare mother until those children are grown?" Connie thinks she can and certainly wants to be. She has completed her GED and is taking clerical classes: typing, bookkeeping, and computers. The program has given her skills she did not have before, and her life has been touched in a positive way.

She says she has learned to apply herself more since joining the program, and thinks about her children's education differently. "I'm learning more responsibility," she says, "because you can't be a kid and watch out for little kids. I will do whatever it takes to get them into a life that is not dependent on welfare. They deserve better."

Not one of these respondents indicated a belief that society is to blame for their plight. They are driven by self-blame, assuming that homelessness and poverty are penalties for their own mistakes and failures. They want out, but it is clear that they must have help.

CONCLUSIONS

(From the Researcher and the Project Worth Staff)

1. Homelessness is a complex issue. It is not alone, as Kozol (1988) attempts to prove, the result of unaffordable housing. Of course, that is a major issue, but juxtaposed to a lack of housing are intergenerational issues. These issues include emotional, psychological, educational, and physical deprivations in childhood which result in attitudes, values, and actions that lend themselves to inappropriate adult behaviors. Appropriate role models were absent in most cases from their lives, and this has impacted upon the lives of their children, creating generations of at-risk children. Decision-making skills are non-existent, and the inability to make wise choices can create an unstable environment in which lack of housing becomes only one of the conditions.

2. Homeless people, sheltered in emergency or transitional housing are controlled by the crisis situation, which can include the illness of themselves, their children, their parents, or even friends; the need to visit agencies to obtain services; the time limitations established for shelters, the paper work required for payments and services, and others. Participants in this program have been as "present-oriented" and controlled by crises as other homeless people, but are now becoming more "future-oriented," able to postpone resolutions until solutions other than those which promote a continuation of the cycle of crises. The order and

structure of the WORTH Program lend focus to the lives of the participants. WORTH is a shelter away from the shelter, which provides cleanliness, organization, and stability that are missing in their daily lives.

3. The success of Project WORTH will be attributed to strategic planning. Strategic planning is far-sighted and involves the development of long-term goals with the promise of long-term gains. Such planning is proactive rather than reactive, meaning that the plan drives the action instead of the reverse. Strategic planning also allows for mediation, intervention, and adjustment based on formative and summative evaluation. Where this program is concerned, the strategic planning involves:

(a) allowing time for trust to build among the participants, as well as between participants and staff. Natural questions arise from past experiences with the social services, and participants ask, "Am I being used? Are these people sincere?"

(b) preparing people for steady jobs rather than training them with a few immediate skills and then flinging them out into the market where they might work for a few days or weeks and then return to their old shelters and life styles. The bottom line here is for these participants to learn how to learn, how to be employable, how to survive. Job placement is not enough. Life placement is their ticket out. Life

placement includes (besides employability training) experiences which promote self-esteem and raise psychological awareness; instruction in parenting skills and child-care; information on nutrition and hygiene; and above all-- education which will place them among the literate population in America. This life placement plan provides for a layer of skills that will have lasting effects and improve the lives of those who are in the homeless population.

(c) developing an awareness of the intergenerational effects of living in shelters. The goal here is for parents to acquire a sense of responsibility for instilling values and mores, and coping skills in their children which will encourage independence from the system.

(d) developing an awareness of intergenerational literacy. The goal here is to raise the consciousness of parents regarding what was educationally absent in their own lives and how that deprivation can affect the next generation. Not only do they see the importance of education, they are learning the value of learning, giving direction and focus to an educational plan, showing interest in their children's performance in the educational setting, and interacting with the school personnel.

4. Providing day care for the children of the participants is of paramount importance. If possible, this care should extend to preschool training where applicable and appropriate. Concern for their children creates one of the most problematic situations for the WORTH students.

5. Training teachers and staff about substance abuse, child and spouse abuse, as well as impairments caused from mental and emotional illness is of primary importance.

6. At risk students, whether they are children or adults, require more trained counselors, who are able to handle situations that arise when people are living in inadequate housing with too little food, too little security, too little guidance, too little freedom from pain.

7. Planning should include many opportunities for early successes, necessary to induce retention and create excitement for further striving. Self-confidence and self-worth emerge, often for the first time, with a few small accomplishments. These successes should have both personal and group implications.

8. A plan for recruitment should be initiated, which includes a visiting team made up of WORTH staff as well as shelter and social services personnel.

INDEX OF APPENDICES

Appendix A	Project WORTH Article
Appendix B	Career Assessment Center
Appendix C	Sample Assessment
Appendix D	The Self-Directed Search
Appendix E	The Occupations Finder
Appendix F	Barksdale Self-Esteem Evaluation
Appendix G	GROW Workshops
Appendix H	Evaluation Form
Appendix I	Pre-Test/Post-Test Results for WORTH
Appendix J	Pre-Test/Post-Test Results for Control Group
Appendix K	Self-Esteem Pre-Test Comparisons for WORTH and Control Group
Appendix L	Self-Esteem Post-Test Comparisons for WORTH and Control Group
Appendix M	GROW Video Outline and Script

Bill Byrne, above, taught a construction technology class in the Project Worth program last week at the DuValle Education Center on Bonna Avenue. At left, students Sharon Tellis and Perry Groseclose listened during Byrne's lecture. The program is training 35 people for jobs.

Getting back on their feet

Homeless find job training a Project WORTH trying

By CALVIN MILLER
Staff Writer

When Sharon Tellis moved to Louisville from Ohio five years ago after splitting up with her husband, she thought she could make it on her own.

She was wrong.

After three years of struggling to support herself and three children, she lost her job in 1986 and was left without adequate money or a home.

"I wandered from odd job to odd job," she said. "Minimum wages, no benefits and a dead-end street is for anyone with three kids."

Then Tellis joined Project Worth.

Now she and 34 other homeless adults are taking part in 26 weeks of training that includes free transportation, day care and a job at the end of their studies.

"We're focused on the situational homeless," said Jeannie Heatherly, who administers the federally funded program at DeSales Education Center on Bonna Avenue. "Those are the ones who usually had no control over how they arrived at their present situation."

The $300,000 project started Jan. 9 and offers four days a week of training, including vocational skills, mathematics and computers. People 21 and older are referred to the program by 27 shelters and living quarters for the homeless around downtown Louisville, said Marlene Gordon, coordinator for the project.

The shelters screen candidates and give priority to those who will most likely benefit from the studies, said Heatherly, who is also assistant director of the Jefferson County public schools' adult and continuing education program.

The closing of a company, a divorce or even family illnesses can put people into situations where they can't cope. Those with children are more seriously hindered because they lack child care and can not seek training or employment, Heatherly said.

Gordon, of Prospect, said that 31 of the 35 who attended the first day had children in the day care. Perry Groseclose, who lives in the Black Mudd area, said he wouldn't have been able to attend the project if it didn't offer care for his 2-year-old daughter.

"It means all the difference in the world," Groseclose said. "My wife's ill and we have a newborn, too. I would never have been able to make it without the child care."

Groseclose moved to Louisville from Arizona five months ago with $7 in his pocket and few skills. He is an eighth-grade dropout, but he has his General Educational Development certificate and, Gordon said, he "has the potential" to succeed in construction work.

See A NEW
Page 2, col. 1

A new start

Project Worth helps homeless with job training

Continued from Page One

"He's scored well on tests, and when he's through with the vocational training he'll have a job at $7 per hour," Gordon said.

Project Worth has agreements with several organizations, including the Kentuckiana Chapter of Associated Builders and Contractors Inc., to place those who complete Project Worth in jobs. Rock E. Thompson, education director for the association, said the project should benefit all parties involved.

"If these people have adequate skills and want to work, they should be able to make a living," Thompson said. "Construction work is good and steady around Louisville."

All the jobs pay at least $7 per hour, which national studies have shown is the minimum wage needed to wean people from government assistance, Gordon said.

Heatherly said the project will test and train at least 150 men and women during the next year and each will be given help in different areas. The needs can vary from lack of education to a lack of adequate job training, she said.

"But nearly all of these people have very low self-esteem and need help in that area," she said.

William Conwill, a psychologist and instructor at the University of Louisville, is one of four teachers who will work with Project Worth students. His job is to build up self-esteem and teach better behavior, he said.

"These are people who are in a desperate position ... who have had little success at living," Conwill said. "They've made improvements just by being here, but I've got to convince them to change their attitudes and make them believe they can succeed."

Conwill said many of the homeless fail to understand how bad habits, like excessive cigarette smoking, can be detrimental to a job interview. Sylvia Jones, another instructor in basic living skills, said most of the homeless don't get as far as an interview.

"They have no idea how to make resumés and accentuate their skills to get that far," she said. "A housewife could have organization skills that could translate into well-paid work."

To receive the grant money for Project Worth, Jefferson County public schools projected that it would get 20 adults to obtain their GEDs and place 23 homeless in jobs. The program will be considered a success if 15 of the 23 can stay employed for 13 weeks, Heatherly said.

Conwill said the project can "easily attain those numbers" during the next year. But the true measure of success for Project Worth can only be measured if it continues to monitor the participants for several years, he said.

Heatherly said Jefferson County public schools would like to continue the program and will seek additional funds next year.

Tellis said she intends to parlay her training and an entry level construction job into success. She believes the $7 per hour will be just a taste of things to come.

"It used to be just a dream," she said. "But this program gives us a chance to make the dream come true. I'm not going to blow it."

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Appendix A
Courier Journal, January 18, 1989

Career Assessment Center
Office Hours
8:00 a.m. - 4:30 p.m.
Monday - Friday

Please call for an Appointment

473-3337

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Jefferson County Public Schools

Appendix B

What is vocational assessment?

Vocational assessment is the process of analyzing and evaluating an individual's strengths and weaknesses. The process takes about four and one-half hours and consists of the following:

Vocational Interest Inventory - measures an individual's area of interest.

Academic Tests - measure reasoning, math, and language ability.

Vocational Aptitude Battery - measures eleven aptitudes including:

- **Spatial aptitude** - A photograph mounted to the rear of the console displays 23 sets of gears. The evaluee uses his or her ability to view a flat one dimentional photograph, and then form a mental image in three dimension. The evaluee's spatial ability is measured by the ability to place gears on the console duplicating the photograph.
- **Color discrimination** - The evaluee's ability to see differences or similarities in colors is measured.
- **Form perception** - Photos of actual items measure the evaluee's ability to recognize details in objects such as size and shape.
- **Clerical perception** - a series of hands on job related tasks is performed by the evaluee to determine a clerical skills ability level.
- **Finger dexterity** - A job related task, performed on a console with small mechanical parts, provides an indication of the evaluee's ability to use his or her fingers quickly and accurately when working with small objects.

- **Eye-hand-foot coordination** - This test measures the evaluee's ability to move his or her hands and feet coordinately in response to visual signals.

- **Manual dexterity** - This job related task provides a measurement of the evaluee's ability to work with his or her hands in a placing and turning motion.

- **Motor coordination** - This unit measures the evaluee's ability to move his or her eyes and hands rapidly and accurately in response to a series of flashing lights.

Why should I be assessed?

Vocational assessment is a tool which will identify your skills and abilities; it will assist you with self-understanding and will give you an awareness of increased options and alternatives. It will provide you and the vocational evaluator with an accurate and thorough information base in order to develop realistic goals.

What information does the assessment provide?

After completing the vocational assessment, the evaluee schedules a session with the vocational evaluator. At that time the individual receives a detailed profile which outlines all test results. The profile matches the evaluee to training programs and all job titles listed in the *Dictionary of Occupational Titles*. If the evaluee is interested in a specific occupation, the profile can include a job description and a list of potential employers in Jefferson County.

career assessment center

VOCATIONAL ASSESSMENT

Attached are sample copies of results obtained by a client who completed the entire vocational assessment battery. This information consists of three separate documents:

1. The first two pages detail the profile for the individual client. The results of the GED tests, the 11 aptitude tests, the temperament test, and the interest inventory are all explained.

2. The next three pages match this client with specific job training programs we offer at one location. This printout compares this client's profile with the four programs offered and gives details of the skills needed for each job. The Assessment Center has the ability to match the client to ANY training program which we have listed in the computer.

3. The last five pages match this client's profile against all of the jobs in the Dictionary of Occupational Titles. This match consists of job titles that are equal to or less than the profile levels of the client. This search found 257 job titles which met the search profile criterion.

Jefferson County Public Schools

Specializing in Vocational Assessment and Career Counseling

Durrett Education Center
4409 Preston Highway
Louisville, Kentucky 40213
502/473-3337

SAMPLE

-15-1989 Durrett Education Center Page 1

The following is a detailed profile for:Mr JOHN GRIBBINS SS# or ID:406922084 AGE:27 Grade:
facility:01 Classification:
The following scores were compared against scores from vocational students.
Standard error of measurement was not added.

General Educational Development Levels (GED)

R -Reasoning : 5 -Approximate college level 1-2 From the SAGE C-CAT
M -Math : 6 -Approximate college level 3+ From the SAGE C-CAT
L -Language : 5 -Approximate college level 1-2 From the SAGE C-CAT

Aptitude Percentile Levels

G -General Learning : 1 -Upper 10% =possesses an extremely high degree of this aptitude
V -Verbal : 2 -66% to 89%=possesses an above average or high degree of this aptitude
N -Numerical : 3 -34% to 65%=possesses a medium or average degree of this aptitude
S -Spatial : 4 -10% to 33%=possesses a below average degree of this aptitude
P -Form Perception : 2 -66% to 89%=possesses an above average or high degree of this aptitude
Q -Clerical Perception : 2 -66% to 89%=possesses an above average or high degree of this aptitude
K -Motor Coordination : 1 -Upper 10% =possesses an extremely high degree of this aptitude
F -Finger Dexterity : 2 -66% to 89%=possesses an above average or high degree of this aptitude
M -Manual Dexterity : 4 -10% to 33%=possesses a below average degree of this aptitude
E -Eye/Hand/Foot Coordination : 1 -Upper 10% =possesses an extremely high degree of this aptitude
C -Color Discrimination : 3 -34% to 65%=possesses a medium or average degree of this aptitude

Aptitude levels indicated above for Mr GRIBBINS are the result of testing or previous job history.

DESCRIPTION OF THE APTITUDES BEING MEASURED BY THE SAGE VOCATIONAL APTITUDE BATTERY

GENERAL- based on a three-part test comprised of verbal, arithmetic and spatial designed to measure the ability of Mr GRIBBINS to catch on or understand instructions and underlying principles; the ability to reason and make judgments.
VERBAL APTITUDE-based on a multiple choice test which measures the ability of Mr GRIBBINS to understand the meaning of words and to use them effectively; the ability to comprehend language, to understand relationships between words.
NUMERICAL APTITUDE-The ability of Mr GRIBBINS to perform arithmetic operations quickly and accurately.
SPATIAL-based on the ability of Mr GRIBBINS to view a flat one-dimensional photograph, and then form a mental image in three dimensions, and then place sets of gears on a console to duplicate the photograph.
FORM PERCEPTION-The ability of Mr GRIBBINS to recognize details in objects such as shape and size is determined with the u of a laminated non-glare booklet containing photos of actual items in a multiple choice format.
CLERICAL PERCEPTION-The ability of Mr GRIBBINS to observe details and recognize errors is eliceted by utilizing laminated file cards and a laminated booklet which requires the matching of names and numbers.
MOTOR COORDINATION-based on the ability of Mr GRIBBINS to move his or her hands rapidly and accurately in response to a series of flashing lights on an electronic console.
FINGER DEXTERITY-based on the ability of Mr GRIBBINS to assemble small compression unions on a console quickly and accurately.
MANUAL DEXTERITY-based on the ability of Mr GRIBBINS to assemble large electrical connectors on a console measuring the ability to work with his or her hands in placing and turning motions.
EYE-HAND-FOOT-COORDINATION-based on the ability of Mr GRIBBINS to move his or her hands and feet coordinately in response to visual signals. This is accomplished using a unit patterned after the successful Complex Coordination Unit.
COLOR DISCRIMINATION-based on the ability of Mr GRIBBINS to see differences or similarities in colors or shades using a multiple choice formatted non-glare booklet. Based on studies of over 25,000 people, it has been shown that as Aptitude levels increase so does performance! Aptitudes are the specific capacity or ability required, in order to facilitate the learning of some task or job duty

---

There are no indicated lifting restrictions for Mr GRIBBINS

There are no physical restrictions listed for Mr GRIBBINS

There are no environmental restrictions indicated for Mr GRIBBINS

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There are no temperament restrictions indicated for Mr GRIBBINS

Temperament Factors Preferred

- #P -Deals with people beyond giving and receiving instructions
- #R -Adapts to performing repetitive work or working at the same pace
- #S -Adapts to performing under stress when confronted with critical decisions
- #T -Adapts to situations requiring precise attainment of set limits
- #V -Adapts to performing a variety of duties, switching from one to another

These are the temperament factors that Mr GRIBBINS prefers based on the JOB-TEMP assessment unit.

There were no interest factors selected by Mr GRIBBINS

Interest Areas

- #01 -Artistic
- #10 -Humanitarian
- #11 -Leading and Influencing

Based on the SAGE Vocational Interest Inventory or others, Mr GRIBBINS is interested in these areas.

DEFINITIONS OF INTEREST AREAS

Artistic: Interest in creative expression of feelings or ideas.
Scientific: Interest in discovering, collecting and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences
Plants and Animals: Interest in activities involving plants and animals, usually in an outdoor setting.
Protective: Interest in the use of authority to protect people and property.
5-Mechanical: Interest in applying mechanical principals to practical situations, using machines, handtools, or techniques.
Industrial: Interest in repetitive, concrete, organized activities in a factory setting.
Business Detail: Interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting.
9-Selling: Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.
Accommodating: Interest in catering to the wishes of others, usually on a one-to-one basis.
Humanitarian: Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
12-Leading-Influencing: Interest in leading and influencing others through activities involving high-level verbal or numerical abilities.
Physical-Performing: Interest in physical activities performed before an audience.

Based on the responses to the SAGE AWA work attitude assessment unit, Mr GRIBBINS exhibits good work attitudes. questions and situations relate to what an employer, supervisor or fellow worker would prefer.

SIGNATURES

Administrator_____ Counselor\Evaluator_____
Support person_____ Title_____
Support person_____ Title_____
Date Completed __/__/__ Date Revised __/__/__

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SAMPLE

12-15-1989 Durrett Education Center Page 1

The search did not use GOE interest codes as a match requirement.
The search for potential placement was made for:Mr JOHN GRIBBINS ID number:406322084
Information was last entered into the file of Mr GRIBBINS on:01-18-1989

	RML GVNSPQKFMEC	S	PHY	ENV	Temps	Interests	GOE Areas	Fac #	TTEMP
Current Profile:	565 12342212413	?	0	0	0	0	10 01 11	01	PRSTV
RECEPTIONIST	323 33444344455	S	45	I	RP	2A3A	07 02A		* profile mismatch is 00
							070707 : CLERICAL CLUSTER		
HOTEL CLERK	333 33344343454	L	5	I	VP	2A3A	07 02A		* profile mismatch is 00
							070707 : CLERICAL CLUSTER		
FURNACE CLEANER	211 44444544445	M	34	I57	R	1A3A	05 02B		* profile mismatch is 00
							470203 : MECHANICS CLUSTER		
OPERATIONS WORKROOM CLERK	322 33344344455	L	45	I	VP	3A	05 02D		* profile mismatch is 00
							200304 : SEWING & REUPHOLSTERY		
HOSPITAL-ADMITTING CLERK	323 33344333455	S	45	I	VP	2A3A	07 02A		* profile mismatch is 00
							070605 : CLERICAL CLUSTER		
SUPERVISOR, WORD PROCESSIN	434 22344244455	S	5	I	DPJTM	1B2A4B5A	07 02A		* profile mismatch is 00
							070608 : CLERICAL CLUSTER		
AUTOMOBILE-SEAT-COVER-AND-	333 34443433344	M	346	I	MT	1A3A4B	05 02D		* profile mismatch is 01
	*						480303 : SEWING & REUPHOLSTERY		
SEWING-MACHINE OPERATOR	311 44443533344	L	46	I5	RT	1A4B	06 02D		* profile mismatch is 01
	*						480303 : SEWING & REUPHOLSTERY		
KNITTING-MACHINE OPERATOR	311 44443533344	L	46	I5	RT	1A4B	06 02D		* profile mismatch is 01
	*						480303 : SEWING & REUPHOLSTERY		
ELECTRICIAN HELPER, AUTOMO	222 44444533355	M	4	I	R	1A3A4B	05 02B		* profile mismatch is 01
	*						470604 : MECHANICS CLUSTER		
BRICKLAYER HELPER, FIREBRI	211 44444534355	H	4	B	R	1A3A4B	05 02C		* profile mismatch is 01
	*						460102 : CONSTRUCTION CLUSTER		
GENERAL HELPER	111 44544544355	M	4	I4	R	1A3A4B	06 02C		* profile mismatch is 01
	*						. : CONSTRUCTION CLUSTER		
WOODWORKING-SHOP HAND	211 44443444344	V	346	B5	RT	1A3A4B	06 02C		* profile mismatch is 01
	*						. : CONSTRUCTION CLUSTER		
HELPER, ELECTRICAL	222 44544434334	H	234	B	R	1A3A	05 02B		* profile mismatch is 01
	*						460303 : MECHANICS CLUSTER		
APPLIANCE ASSEMBLER, LINE	322 44443434354	M	34	I57	RT	1A3A4B	06 02B		* profile mismatch is 01
	*						470106 : MECHANICS CLUSTER		
COMPUTER OPERATOR	423 33333233444	L	456	I	VST	3A4B	07 02A		* profile mismatch is 01
	*						070302 : CLERICAL CLUSTER		
FILE CLERK 2	323 33443243355	L	346	I	MT	1B3A	07 02A		* profile mismatch is 01
	*						070705 : CLERICAL CLUSTER		
LEGAL SECRETARY	424 22342222354	S	456	I	VPJT	1B2A	07 02A		* profile mismatch is 01
	*						070604 : CLERICAL CLUSTER		
TYPIST	423 33433233455	S	46	I	T	1A3A4B	07 02A		* profile mismatch is 01
	*						070303 : CLERICAL CLUSTER		
SCHOOL SECRETARY	434 22343222354	S	456	I	VPJT	1B2A	07 02A		* profile mismatch is 01
	*						070606 : CLERICAL CLUSTER		
TRANSCRIBING-MACHINE OPERA	313 33444222345	S	456	I	RT	3A4B1B	07 02A		* profile mismatch is 01
	*						070607 : CLERICAL CLUSTER		
CLERK TYPIST	323 33444222355	S	46	I	T	3A4B	07 02A		* profile mismatch is 01
	*						070710 : CLERICAL CLUSTER		
SECRETARY	434 22342222354	S	456	I	VPJT	1B2A	07 02A		* profile mismatch is 01
	*						070606 : CLERICAL CLUSTER		

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SAMPLE

CARPENTER APPRENTICE	433 33333433334 M 2346	B56	VMT	1A4B5B	05 02C	* profile mismatch is 02
	* *				460201 : CONSTRUCTION CLUSTER	
CARPENTER	322 34333433335 M 2346	067	MT	1A3A4B	05 02C	* profile mismatch is 02
	* *				460410 : CONSTRUCTION CLUSTER	
ALTERATION TAILOR	433 33323432343 L 46	I5	JMT	1A4B5B	05 02C	* profile mismatch is 02
	* *				460201 : CONSTRUCTION CLUSTER	
BRICKLAYER	322 33333434335 M 346	B3	MT	1A4B	05 02D	* profile mismatch is 02
	* *				200304 : SEWING & REUPHOLSTERY	
MACHINIST, WOOD	433 34333433344 M 46	I567	VMT	1A4B	05 02C	* profile mismatch is 02
	* *				460102 : CONSTRUCTION CLUSTER	
PIPEFITTER, ASSISTANT	443 34333333354 S 46	I	MT	2B4B	05 02C	* profile mismatch is 02
	* *				480703 : CONSTRUCTION CLUSTER	
FURNITURE-UPHOLSTERER APPR	433 33322433253 M 346	I	MT	1A4B5B	05 02C	* profile mismatch is 02
	* *				150201 : CONSTRUCTION CLUSTER	
ROOFER	322 34333433335 M 2346	067	MT	1A3A4B	05 02D	* profile mismatch is 02
	* *				480303 : SEWING & REUPHOLSTERY	
ROOFER APPLICATOR	312 34433444334 L 2346	06	RT	1A3A4B	05 02C	* profile mismatch is 02
	* *				460410 : CONSTRUCTION CLUSTER	
MACHINIST APPRENTICE, WOOD	433 34333433344 M 46	I567	VMT	1A4B	05 02C	* profile mismatch is 02
	* *				460410 : CONSTRUCTION CLUSTER	
BRAKE REPAIRER	333 33333433355 M 346	I5	VMT	1A4B5B	05 02C	* profile mismatch is 02
	* *				480703 : CONSTRUCTION CLUSTER	
TUNE-UP MECHANIC	433 33322432354 L 345	I57	VJMT	1A4B5B	05 02B	* profile mismatch is 02
	* *				470604 : MECHANICS CLUSTER	
MACHINE REPAIRER, PRODUCTIO	433 33333433254 M 46	I5	MT	1A4B5B	05 02B	* profile mismatch is 02
	* *				470604 : MECHANICS CLUSTER	
ELECTRICIAN, AUTOMOTIVE	433 33332533354 L 346	I7	VMT	1A4B5B	06 02B	* profile mismatch is 02
	* *				470606 : MECHANICS CLUSTER	
AUTOMOBILE-MECHANIC APPREN	433 33423433244 M 3456	I57	VJMT	1A4B5B	05 02B	* profile mismatch is 02
	* *				470604 : MECHANICS CLUSTER	
AIR-CONDITIONING MECHANIC	323 33323433355 M 3456	I	VMT	4B5B	05 02B	* profile mismatch is 02
	* *				470604 : MECHANICS CLUSTER	
REFRIGERATION MECHANIC	433 33323433345 H 23456	I2567	MT	4B5B	05 02B	* profile mismatch is 02
	* *				470203 : MECHANICS CLUSTER	
ELECTRICIAN HELPER	211 34434533253 M 234	I6	RT	1A3A4B	05 02B	* profile mismatch is 02
	* *				470202 : MECHANICS CLUSTER	
SMALL-ENGINE MECHANIC	333 33433434255 M 45	B	RMT	4B5B	05 02B	* profile mismatch is 02
	* *				460302 : MECHANICS CLUSTER	
SHEET-METAL WORKER	443 33323433344 M 2346	B56	VMT	1A4B5B	05 02B	* profile mismatch is 02
	* *				010204 : MECHANICS CLUSTER	
SHEET-METAL-WORKER APPRENT	443 33323433344 M 2346	B56	VMT	1A4B5B	05 02B	* profile mismatch is 02
	* *				480506 : MECHANICS CLUSTER	
MOTORCYCLE REPAIRER	333 33432433244 H 346	I5	VMT	1A4B5B	05 02B	* profile mismatch is 02
	* *				480506 : MECHANICS CLUSTER	
MACHINE REPAIRER, SERVICE	433 33333433244 M 456	I5	MT	1A4B5B	05 02B	* profile mismatch is 02
	* *				470606 : MECHANICS CLUSTER	
STONEMASON APPRENTICE	433 34433433334 M 2346	056	MT	1A4B	05 02C	* profile mismatch is 02
	* *				460102 : CONSTRUCTION CLUSTER	
PLUMBER	322 33433433355 M 346	I5	MT	1A4B	05 02C	* profile mismatch is 02
	* *				460503 : CONSTRUCTION CLUSTER	
DRYWALL APPLICATOR	443 33233433333 V 2346	I567	DMT	1A4B5B	05 02C	* profile mismatch is 03
	** *				460404 : CONSTRUCTION CLUSTER	

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DRYWALL APPLICATOR	ASSISTANT, INSTRU	554	23222333333	L	456	O	DMT	2B4B
BUILDER	APPRENTICE	554	23222322353	S	46	I	MT	2B4B
ELECTRICIAN	APPRENTICE	443	23222433344	M	2346	B6	VJMT	1A4B5B
ELECTRICIAN		443	23222433344	M	2346	B6	VJMT	1A4B5B
SURVEYOR	ASSISTANT, INSTRU	554	23222333333	L	456	O	DMT	2B4B
DRAFTER	COMPUTER-ASSISTED	444	23222233355	S	46	I	MT	
DRAFTER	APPRENTICE	554	23222322353	S	46	I	MT	2B4B

** *	
05 02C	* profile mismatch is 03
010206 : CONSTRUCTION CLUSTER	
05 02C	* profile mismatch is 03
150202 : CONSTRUCTION CLUSTER	
05 02B	* profile mismatch is 03
460302 : MECHANICS CLUSTER	
05 02B	* profile mismatch is 03
460302 : MECHANICS CLUSTER	
05 02C	* profile mismatch is 03
010206 : CONSTRUCTION CLUSTER	
05 02C	* profile mismatch is 03
: CONSTRUCTION CLUSTER	
05 02C	* profile mismatch is 03
150202 : CONSTRUCTION CLUSTER	

Search based on no more than 5 mismatches.
Search based on no more than a difference of 2 levels in GED and Aptitudes.
Job Titles(s) were matched to Mr GRIBBINS for potential training or job opportunities.
(s) below a factor indicates that the profile of Mr GRIBBINS did not equal or exceed the established level for the factor which has been established by the Department of Labor (in the areas of GED, Aptitudes, strength requirements, ical Demands, and Temperaments).
lower the mismatch count, the better the potential for success in the selected area.
mismatch of 00 is normally the best selection, followed by 01, etc.

---

ility: 02
DUVALLE EDUCATION CENTER
3500 BOHNE AVE
LOUISVILLE KY 40211
5024563558
Information on training or employment may be obtained from the above listed facility.

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SAMPLE

02-15-1989 Durrett Education Center Page 1

Maximum Value of SVP: 9 (This limit will be used in the search)
The Following Search is For JOHN GRIBBINS Based On That Individual's Profile.
Job Titles Selected Are Equal to or Less Than the Profile Levels of JOHN GRIBBINS
Search Profile--Worker Trait Factor Search 565 12342212413 ? 0 0 0 0 10 01 11

DOT Code	DOT Job Title	RML GVNSPQKFMEC	PHYSICL	ENVIRN	TEMPS	INTERESTS	GOE	P	CIPS	CIPS TITLE
076117010	COORDINATOR OF REHABILITATION SERVI	555 22344344455	L 56	I	DJMP	1B4A5A	110701	8	.	
186117022	DEPUTY INSURANCE COMMISSIONER	555 22343444455	S 5	I	VDPJM	2A5A	111001	8	.	
168167058	MANAGER, CUSTOMER SERVICE	555 22343344455	S 5	I	DPIM	2A1B5A	111201	8	070401	OFFICE SUPERVISI
184167122	PORT-TRAFFIC MANAGER	555 22344443455	S 45	I	VDPIJ	2A5A	110503	8	060705	TRANSPORTATION M
188117082	DIRECTOR, MEDICAL FACILITIES SECTIO	555 22344444455	S 5	I	DPJM	2A5A1B	111003	8	.	
188117098	DISTRICT CUSTOMS DIRECTOR	555 22344444455	S 5	I	DVPM	2a5a1b	111004	8	.	
188117062	DIRECTOR, FIELD REPRESENTATIVES	555 22443344455	S 5	I	DPJM	2A5A1B	110703	8	.	
188117126	WELFARE DIRECTOR	555 22344344445	S 5	I	VDPJM	1B2AAA	110701	8	.	
188117030	COMMISSIONER, PUBLIC WORKS	555 22344444455	S 5	I	VDPJ	2A5A	110503	8	.	
189117026	PRESIDENT	555 22344344455	S 5	I	DJP	2A5A	110501	9	.	
187117010	ADMINISTRATOR, HOSPITAL	555 12344344455	L 5	I	VDPJ	1B2A5A	110702	8	.	
054107010	CLINICAL SOCIOLOGIST	545 22344344455	S 56	I	DVPJ		110302	6		
102167014	HISTORIC-SITE ADMINISTRATOR	545 22343344454	L 46	I	DPV		110201	5		
094227022	TEACHER, MENTALLY RETARDED	545 22343244455	S 5	I	DIJP	1B4A	100203	7	.	
099117030	DIRECTOR, EDUCATION	545 22344344453	S 56	I	DJMP		110703	7		
094227018	TEACHER, HANDICAPPED STUDENTS	545 22343234455	S 45	I	DIJP	1B4A	100203	7	.	
094117010	DIRECTOR, COMMISSION FOR THE BLIND	545 22344444555	S 5	I	VDPJ	2A4A	110701	8	.	
091227010	TEACHER, SECONDARY SCHOOL	545 22343244455	L 5	I	DPIJ	1B4A	110201	7	.	
094227014	TEACHER, BLIND	545 22343233455	L 45	I	DIJP	1B4A	100203	7	.	
075127010	INSTRUCTOR, PSYCHIATRIC AIDE	545 22344344455	L 45	I	DMTP	1B2B4A	100201	7	.	
094227010	EDUCATIONAL THERAPIST	545 22343244455	S 5	I	DIVP	1B4A	100203	7	.	
168267090	INSPECTOR, WATER-POLLUTION CONTRO	545 22343344455	L 5	I	JMP		111003	7		
184167030	DIRECTOR, PROGRAM	545 12344344455	S 5	I	VDPJF	2A5A1B	110502	8	.	
166167030	MANAGER, EMPLOYMENT	545 22355355555	S 5	I	DPJM	1B2A5A	110502	8	070503	PERSONNEL ASSIST
184167134	STATIONS-RELATIONS-CONTACT REPRESEN	545 22344344455	S 5	I	VDPMJ	2A5A1B	110502	8	.	
185157010	FASHION COORDINATOR	545 22343444453	L 456	I	PIJ	2A5A	110901	7	061401	MARKETING MANAGE
184167018	DIRECTOR, OPERATIONS	545 22343444455	S 5	I	VDPJ	2A5A1B	110502	8	.	
184117022	IMPORT-EXPORT AGENT	545 22344355455	S 5	I	DIJPV	1B2A	110502	7	061401	MARKETING MANAGE
184117062	MANAGER, STATION	545 22343444455	S 5	I	VDPJ	2A5A1B	110502	8	.	
166117014	MANAGER, EMPLOYEE WELFARE	545 22344444455	S 5	I	DP	1B2AA5A	110502	7	070503	PERSONNEL ASSIST
184117010	DIRECTOR, PUBLIC SERVICE	545 22344444455	S 5	I	DPJ	2A5A1B	110903	8	.	
185157018	WHOLESALER 2	545 22344344454	S 5	I	VDPIM	2A5A1B	110504	7	061401	MARKETING MANAGE
191117010	ARTIST'S MANAGER	545 22344344455	S 5	I	DIJP	1B2A5A	111203	7	080203	MARKETING OF BUS
185167038	REHABILITATION CENTER MANAGER	545 22343344455	L 5	B	VDIJF	1B2AA5A	110701	7	.	
187167198	VETERANS CONTACT REPRESENTATIVE	545 22344244455	S 5	I	DPI	1B2A5A	100102	7	.	
189267010	FIELD REPRESENTATIVE	545 22344444455	S 5	I	PIJ	2A4A1B	110701	8	.	
191117018	BUSINESS MANAGER	545 22344244454	S 5	I	VDPIJ	1B2A5A	111203	7	080203	MARKETING OF BUS
195107010	CASEWORKER	545 22344444455	S 5	I	VDPIJ	1B4A5A	100102	7	.	
195167010	COMMUNITY ORGANIZATION WORKER	545 22344444455	S 5	I	DP	1B4A5A	110701	7	.	
187167170	MANAGER, WORLD TRADE AND MARITIME D	545 22344444455	S 5	I	DIP	1B2A	110502	7	061401	MARKETING MANAGE
191117030	LEASE BUYER	545 22343344455	L 5	I	VPMT	1B2A	111202	7	061702	COMMERCIAL PROPE
195107018	CASEWORKER, FAMILY	545 22354454455	S 5	I	PIJ	1B4A5A	100102	7	.	
188117058	DIRECTOR, COUNCIL ON AGING	545 22344445555	S 5	I	VDSJF	2A5A1B	110701	8	.	
188167026	DIRECTOR, CLASSIFICATION AND TREATM	545 22344344455	S 5	I	DPJF	2A5A	110701	7	.	
195167022	DIRECTOR, FIELD	545 22344444455	S 5	I	DP	2A5A4A	110701	7	060702	RECREATIONAL ENT
188167054	FEDERAL AID COORDINATOR	545 22344444455	S 5	I	VDPJ	1B2B	110503	7	.	
187167178	PRODUCER	545 22342444454	L 5	I	VDPJ	1B2A5A	010301	7	060703	RESORT MANAGEMEN

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7117022	DISTRICT ADVISER	545	22344444455	S 5	I	DIPV	1B2A5A	110701 8	.
7167042	DIVISION MANAGER, CHAMBER OF COMMER	545	22344444455	S 5	I	DPI	1B2A	110502 7	.
8117114	MANAGER, CITY	545	22344444455	S 5	I	DJPV	1B2A5A	110503 8	.
5167062	SUPERVISOR, LIQUOR STORES AND AGENC	544	33344445554	S 56	I	DPJ	2A5A	110503 8	061401 MARKETING MANAGE
4167094	MANAGER, TRAFFIC	544	22343344455	S 5	I	DPM	2A5A	110502 8	060705 TRANSPORTATION M
9267010	CLAIMS ADJUDICATOR	544	22355344455	S 5	I	JNP	1B4A	111201 7	.
4167074	MANAGER, PRODUCTION	544	22444344455	S 5	I	VDPJ	2A5A1B	110502 7	.
4167082	MANAGER, STATION	544	22344344455	S 5	I	DP	2A5A	111103 8	060705 TRANSPORTATION M
6117062	RENTAL MANAGER, PUBLIC EVENTS FACIL	544	22344344455	L 5	I	VDP	1B2A5A	111202 8	061401 MARKETING MANAGE
5167042	MANAGER, PROFESSIONAL EQUIPMENT SAL	544	22344344455	S 45	I	VDPI	2A5A	110504 7	061401 MARKETING MANAGE
6167046	MANAGER, PROPERTY	544	22344344455	L 5	B	DP	2A5A	111104 8	061401 MARKETING MANAGE
9167050	SUPERINTENDENT, PLANT PROTECTION	544	22344444455	S 5	I	VDPJ	2A5A	110502 8	430109 SECURITY SERVICE
191167022	SERVICE REPRESENTATIVE	544	22344344455	S 6	I	PJM	2A5A	111201 7	081203 AUTOMOTIVE VEHIC
6167034	MANAGER, INSURANCE OFFICE	544	22344344455	S 5	I	DJP	2A5A	111104 8	061401 MARKETING MANAGE
7167162	MANAGER, VEHICLE LEASING AND RENTAL	544	23344345455	L 5	I	DIMV	1A2A5A	111105 8	061401 MARKETING MANAGE
189167014	DIRECTOR, SERVICE	544	22343344455	S 5	I	DJP	2A5A1B	110502 7	061401 MARKETING MANAGE
9167026	MEMBERSHIP DIRECTOR	544	22344444455	L 456	I	DIPV	2A5A	110902 7	.
5367018	COMMUNITY WORKER	544	33344344444	L 5	B	DIMPV		100102 6	
187117042	MANAGER, RECREATION ESTABLISHMENT	544	22344344455	L 5	I	VDP	2A5A	111102 7	060702 RECREATIONAL ENT
188167018	CHIEF WARDEN	544	22344344455	L 5	B	DPJ	2A5A	110503 6	.
8117026	COMMISSIONER, CONSERVATION OF RESOU	544	22344344455	S 5	I	VDPJF	2A5A1B	110503 8	.
36167030	MANAGER, HOUSING PROJECT	544	22344344455	S 5	I	DPI	2A5A	110503 7	061401 MARKETING MANAGE
186267018	LOAN OFFICER	544	22344344555	S 6	I	PJM	2A5A	110603 7	061401 MARKETING MANAGE
7167038	DIRECTOR, VOLUNTEER SERVICES	544	22344344455	S 5	I	VDP	1B2A4A	110702 7	.
5107042	VOCATIONAL-REHABILITATION COUNSELOR	535	22344344444	S 5	I	DJMV	1b2a4a5a	100102 8	.
099117026	SUPERVISOR, EDUCATION	535	22344244455	L 5	I	DPJ	1B4A5A	110703 8	200203 CHILD CARE MANAG
100167026	LIBRARIAN, SPECIAL LIBRARY	535	22343244455	L 45	I	VDPJ	1B2A3A	110204 7	.
2227010	TEACHER, ELEMENTARY SCHOOL	535	22343244443	L 5	I	VPJ	1B4A	110201 7	.
096127010	COUNTY-AGRICULTURAL AGENT	535	22344344453	L 5	B	VDPIJ	1B4A2B	110203 7	.
090117014	ALUMNI SECRETARY	535	22343244455	S 5	I	DPI	2A5A	110902 8	.
0127014	LIBRARIAN	535	22344244455	L 45	I	VPJ	2A5A1B	110204 7	.
0127010	CHIEF LIBRARIAN, BRANCH OR DEPARTME	535	22344344455	L 45	I	DPJ	2A5A1B	110704 7	.
100167018	CHILDREN'S LIBRARIAN	535	22344344455	L 45	I	VPJ	1B2A	110204 7	.
0167014	DIRECTOR OF ADMISSIONS	535	22343244455	S 5	I	DP	2A5A	110703 8	.
7167010	DIRECTOR, VOCATIONAL TRAINING	535	22343244455	S 5	I	DPMI	2A4A	110703 8	.
096167014	SPECIALIST-IN-CHARGE, EXTENSION SER	535	22344244453	S 5	I	DIJP	2A5A1B	110203 8	.
090117022	DIRECTOR, ATHLETIC	535	22343244455	S 5	I	VDPM	2A5A	110703 9	.
6127014	EXTENSION SERVICE SPECIALIST	535	22343244453	L 5	I	VDPIJ	1B2B4A	110203 8	.
29107022	DIRECTOR, RELIGIOUS EDUCATION	535	22344355555	S 5	I	DPI	1B3B4A5A	110703 8	.
096167010	DISTRICT EXTENSION SERVICE AGENT	535	22344244453	S 5	I	DJP	2A5A	110703 8	.
3227034	TUTOR	535	22344244455	L 5	I	PJ	1B4A	110201 7	.
1107010	DEAN OF STUDENTS 2	535	22344344455	S 5	I	DPIJ	4A5A	100102 8	.
090227018	INSTRUCTOR, EXTENSION WORK	535	22343244455	S 5	I	DPI	1B4A5A	110201 8	.
099117014	EDUCATION SUPERVISOR, CORRECTIONAL	535	22344244455	S 5	I	PI	1B2A4A5A	110703 8	.
4167158	SUPERINTENDENT, DIVISION	535	22344244455	L 5	I	VDPJM	2A5A	110502 8	060705 TRANSPORTATION M
166267010	EMPLOYMENT INTERVIEWER	535	22344344455	S 5	I	PJ	1B2A	110304 5	070503 PERSONNEL ASSIST
169167066	LEGISLATIVE ASSISTANT	535	22344344455	S 5	I	JPVI		110503 7	
8167018	HEALTH OFFICER, FIELD	535	22343345454	L 5	I6	PIJDM	2AA	111003 6	.
9167010	ADMINISTRATIVE ASSISTANT	535	22344344455	S 5	I	DJMPV	1B2A5A	110502 7	070401 OFFICE SUPERVISI
162117014	CONTRACT ADMINISTRATOR	535	22344244455	S 5	I	DIMPV	2A5A1B	111204 8	080704 PURCHASING.
4167090	MANAGER, TRAFFIC	535	22344444455	S 5	I	VDPJ	2A5A	111202 7	061401 MARKETING MANAGE
4167014	DIRECTOR, NEWS	535	22344344455	S 5	I	DJPS	2A5A1B	110801 8	.
168167014	EQUAL-OPPORTUNITY REPRESENTATIVE	535	23344344444	S 5	I	DJIMP	1B2A4A	111002 8	.
159147014	DISK JOCKEY	535	22344344455	L 5	I	VP	1B5A	010303 5	.

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SAMPLE

02-15-1989 Durrett Education Center Page 3

[redacted]167022	DIRECTOR, OPERATIONS, BROADCAST	535 22444344455 S 5	I	VDPJ 2A5A1B	110502 8 .		
[redacted]167046	SPECIAL AGENT	535 22353244455 S 5	I	VPITD 1B2A	110502 8 081002	ACCIDENT AND HEA	
166267038	PERSONNEL RECRUITER	535 22344344455 S 5	I	IVPJ	110304 7		
[redacted]167042	ALCOHOL-AND-DRUG-ABUSE-ASSISTANCE	535 22344444455 L 45	I	DIPJ	110701 7		
[redacted]107026	SOCIAL WORKER, DELINQUENCY PREVENTI	535 22344444455 L 5	I	DPI 1B4A5A	100102 7 .		
195267018	PATIENT-RESOURCES-AND-REIMBURSEME	535 33344244455 L 456	I	PJ	100102 7		
[redacted]167030	PAROLE OFFICER	535 22344444455 S 5	I	DPJ 1B4A5A	100102 7 430105	CRIMINAL JUSTICE	
[redacted]367034	SOCIAL-SERVICES AIDE	535 22344344455 L 5	I	VDPJ	100102 6		
[redacted]167026	DIRECTOR, RECREATION CENTER	535 22344444455 L 5	B	DP 1B2A4A5A	111102 7 060702	RECREATIONAL ENT	
195107038	SOCIAL WORKER, SCHOOL	535 22344444455 S 5	I	VDPIJ 1B4A5A	100102 7 .		
[redacted]107030	SOCIAL WORKER, MEDICAL	535 22344444455 S 5	I	DP 2A4B	100102 7 .		
[redacted]107022	SOCIAL GROUP WORKER	535 22344444455 S 5	I	VDPIJ 1B4A5A	100102 8 .		
199267034	RESEARCH ASSISTANT II	535 22344244454 S 56	I	MTJ	110802 6		
[redacted]107042	CORRECTIONAL-TREATMENT SPECIALIST	535 22344444455 S 5	I	VDPJI	100102 7		
[redacted]107046	PROBATION-AND-PAROLE OFFICER	535 22344444445 L 456	I6	DVPJ	100102 7		
195107034	SOCIAL WORKER, PSYCHIATRIC	535 22344444455 S 5	I	DP 1B4A5A	100102 7 .		
195107014	CASEWORKER, CHILD WELFARE	535 22354454455 S 5	I	PIJ 1B4A5A	100102 7 .		
[redacted]367010	CASE AIDE	535 22354344455 L 5	I	VDPJ 1B4A5A	100102 6 170401	ALCOHOL/DRUG ABU	
793267010	DIRECTOR, CASTING	534 22344255553 L 5	I	VPJ 2A1B5A	010301 7 .		
185167018	MANAGER, DISTRIBUTION WAREHOUSE	534 22344344455 S 45	I	VDPM 2A5A	111103 6 061401	MARKETING MANAGE	
[redacted]267106	REGISTRATION SPECIALIST, AGRICULT	534 22354244555 S 5	I	MP	111003 7		
[redacted]117018	CONTRACT SPECIALIST	534 22344244455 S 5	I	DIMPV 2A5A1B	111204 8 080704	PURCHASING.	
163117018	MANAGER, PROMOTION	534 22344444455 L 5	I	DJPV 1B2A5A	110901 8 060701	HOTEL/MOTEL MANA	
159147010	ANNOUNCER	534 22344344455 L 5	I	VPT 1B5A	010303 6 .		
[redacted]117110	HOUSING-MANAGEMENT OFFICER	534 22343244455 L 5	I	DJMPV 1B2A4A	110503 8 .		
199207010	DIANETIC COUNSELOR	534 32342444455 S 5	I	MP 1B2A4A	100102 6 .		
188167050	ELECTION ASSISTANT	534 22344344455 S 5	I	PDM 1B2A5A	110503 7 .		
[redacted]227010	PROGRAM AIDE, GROUP WORK	534 22344444455 L 5	B	DP 1B4A5A	100202 6 170401	ALCOHOL/DRUG ABU	
[redacted]167086	SECTIONAL CENTER MANAGER, POSTAL SE	534 22343344455 S 5	I	DJMPV 1B2A	110503 8 .		
293157010	FUND RAISER I	534 22355354455 L 5	I	DJIP 1b2a	110902 6 080203	MARKETING OF BUS	
[redacted]167030	EDUCATIONAL RESOURCE COORDINATOR	525 22443344453 L 56	I	DIJP	110703 7		
[redacted]107010	FOREIGN-STUDENT ADVISER	525 22344344455 S 5	I	VDPJ 4A	100102 7 .		
50147010	NARRATOR	525 22344444455 L 5	I	FJPV 1B3B5A	010303 5 .		
[redacted]167022	INSTITUTION LIBRARIAN	525 22344344455 L 456	I	VPJ 2A5A	110204 7 .		
[redacted]257010	EMPLOYER RELATIONS REPRESENTATIVE	524 22444344455 L 45	I	IP	110903 6		
29107014	CHRISTIAN SCIENCE PRACTITIONER	523 22444444555 S 5	I	DIJP 1B2A4A5A	100101 6 .		
29027010	CANTOR	514 22343344455 L 5	I	DFP	110703 8		
[redacted]137010	MANAGER, FAST FOOD SERVICES	444 33343344455 L 456	I	VDPJ 2A5A	111104 7 060704	RESTAURANT MANAG	
[redacted]167026	MANAGER, MACHINERY-OR-EQUIPMENT, RE	444 33344444455 L 5	I	DP 2A5A	111105 6 010204	AGRICULTURAL POW	
186117030	GENERAL CLAIMS AGENT	444 22344344455 S 45	I	DMP 2a5a1b	111201 8 .		
[redacted]167054	MANAGER, BUS TRANSPORTATION	444 23344344454 S 5	I	VDP 2A5A	111103 8 060705	TRANSPORTATION M	
[redacted]207010	ASTROLOGER	444 33344344555 S 5	I	JMP 1B4A	100102 4 .		
186167038	MANAGER, LAND LEASES-AND-RENTALS	444 23344344455 L 5	I	DPJ 2A5A	110502 7 061401	MARKETING MANAGE	
187167138	MANAGER, SALES	444 22344445554 L 5	I	DPJM 2A5A	111104 7 061401	MARKETING MANAGE	
[redacted]167094	MANAGER, DUDE RANCH	444 33344344455 L 456	B	VDP 2a5a	111102 7 060702	RECREATIONAL ENT	
187167070	MANAGER, CASINO	444 33344344455 L 456	I	VDP 2a5a	111102 7 060702	RECREATIONAL ENT	
187167106	MANAGER, FOOD SERVICE	444 22344344454 L 456	I	DPVM 2A5A	111104 7 060704	RESTAURANT MANAG	
[redacted]167166	MANAGER, WINTER SPORTS	444 22344344445 L 5	B	VDPJ 2A5A	111102 6 060702	RECREATIONAL ENT	
[redacted]167030	DIRECTOR, FINANCIAL RESPONSIBILITY	444 22344344455 S 5	I	VDPJ 2A5A	110503 6 .		
188167106	UNCLAIMED PROPERTY OFFICER	444 22343344455 L 5	I	DJMP 2A5A	111201 7 .		
187167110	MANAGER, FRONT OFFICE	444 22344344455 L 5	I	VDP 2A5A	111101 6 060701	HOTEL/MOTEL MANA	
[redacted]167122	MANAGER, HOTEL RECREATIONAL FACILIT	444 22343344455 L 456	I	DPV 2a5a	111102 7 060701	HOTEL/MOTEL MANA	
187167126	MANAGER, LIQUOR ESTABLISHMENT	444 33343344455 L 5	I	VDPJ 2A5A	111104 6 060704	RESTAURANT MANAG	
189167018	MANAGEMENT TRAINEE	444 32343444455 L 56	I	VPMT 2A5A	110502 6 061401	MARKETING MANAGE	

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[redacted]167154 MANAGER, THEATER	444 22344344455 L 5	I	DPJ 2R5A	111102 7 060702 RECREATIONAL ENT
[redacted]167158 MANAGER, TRAVEL AGENCY	444 33344344454 L 45	I	DJPV 2A5A	111104 7 061401 MARKETING MANAGE
191117014 BOOKING MANAGER	444 33344244455 S 5	I	PIJ 1A2A3B5A	111203 6 060702 RECREATIONAL ENT
187167054 MANAGER, AQUATIC FACILITY	444 22344344455 S 456	I	VDP 2a5a	111102 7 060702 RECREATIONAL ENT
[redacted]167066 POSTMASTER	444 22343444455 S 5	I	VDPJM 2A5A1B	110503 7 .
[redacted]167102 MANAGER, FISH-AND-GAME CLUB	444 22344344445 L 5	B	VDPJ 2A5A	111102 6 060702 RECREATIONAL ENT
214362034 TARIFF INSPECTOR	444 33353233455 L 56	I	VMPT 1B2A3A	111001 5 070709 TRAFFIC- RATE- A
[redacted]137010 MANAGER, CARDROOM	444 33344444455 L 5	I	VDPJ 2A5A	111102 7 060702 RECREATIONAL ENT
[redacted]167046 MANAGER, RETAIL STORE	443 22343344455 L 45	I	DP 2A5A	111105 7 061401 MARKETING MANAGE
185167010 COMMISSARY MANAGER	443 23344344455 L 35	I	VDP 2A5A	111105 6 061401 MARKETING MANAGE
376267014 INVESTIGATOR, FRAUD	443 33344344454 S 56	I	PJ 1B2A	111001 7 430109 SECURITY SERVICE
[redacted]157010 HYPNOTHERAPIST	434 22444444455 S 456	I	DJP 1B4A	100202 7 .
[redacted]367026 MUSIC LIBRARIAN, INTERNATIONAL BROA	434 33343344455 S 45	I	JMT 1A2A3A	110204 6 .
092137010 DIRECTOR, PRESCHOOL	434 22344344455 S 5	I	DIP 2a5a	110703 7 200203 CHILD CARE MANAG
[redacted]367014 CLASSIFIER	434 22443244455 L 46	I	RJT 1B3A	110204 6 250301 LIBRARY ASSISTIN
[redacted]107010 CHRISTIAN SCIENCE NURSE	434 33444244455 L 456	I	DJP 2A4A	100302 7 .
100167014 BOOKMOBILE LIBRARIAN	434 22344344454 L 45	B6	VDP 1B2A	110204 7 .
[redacted]157038 PURCHASING AGENT	434 22344344454 S 5	I	DIJMP 2A5A	110504 7 010503 AGRICULTURAL SUP
[redacted]167034 MANAGER, MERCHANDISE	434 22344444455 S 45	I	DPJ 2A5A	110504 7 061401 MARKETING MANAGE
166267034 JOB DEVELOPMENT SPECIALIST	434 33444444455 S 5	I	IPM	110304 5
168267078 MORTICIAN INVESTIGATOR	434 32443444454 L 56	I	PJM 1A4B	111003 6 120301 FUNERAL SERVICES
[redacted]167022 IMMIGRATION INSPECTOR	434 32443344454 L 45	B6	PMJ 2A1B	111004 5 .
[redacted]167178 SUPERINTENDENT, MAINTENANCE OF EQUI	434 22344344455 S 5	I	DPTV 2A4B5A	111103 8 .
152367010 PROMPTER	434 32353244445 L 456	I	MPTJ 1B5A	010402 7 .
[redacted]167010 ARTIST AND REPERTOIRE MANAGER	434 22444444455 L 5	I	DFIJP 1B2A3B5A	010401 7 .
[redacted]047022 SINGER	434 22344344455 L 5	I	JFP 1B3B5A	010403 8 .
159167014 DIRECTOR, RADIO	434 22344344455 L 5	I	DPT 1B2A	010301 6 .
[redacted]167074 REVIEWING OFFICER, DRIVER'S LICENSE	434 22444344455 S 5	I	PJM 1B4A	111003 7 430107 LAW ENFORCEMENT
[redacted]167082 TRANSPORTATION INSPECTOR	434 33344354455 L 456	B	VJM 2A1B	111005 7 .
187167186 RESIDENCE SUPERVISOR	434 33344344455 S 45	I	VDP 2A4A	110701 6 200203 CHILD CARE MANAG
189167034 SECURITY OFFICER	434 22344444455 S 5	I	DPJ 2A5A	110502 7 .
[redacted]117026 JOCKEY AGENT	434 32344344455 L 5	B	PIJ 2A4A5A	111203 5 080203 MARKETING OF BUS
[redacted]367030 FOREIGN-EXCHANGE CODE CLERK	434 33353344455 S 56	I	MT 1B3A	110804 6 .
191117038 MANAGER, TOURING PRODUCTION	434 33344344455 S 5	I	VDPJ 1B2A3B5A	111104 7 060702 RECREATIONAL ENT
[redacted]167010 CONDUCTOR, PASSENGER CAR	434 22344234434 L 2456	B5	VDPM 2A5A	111103 8 081103 PASSENGER TRANSP
[redacted]167098 MANAGER, EMPLOYMENT AGENCY	434 22344344455 S 5	I	DJV 1B2A4A	111104 7 061401 MARKETING MANAGE
187137014 SUPERVISOR, VOLUNTEER SERVICES	434 32344344455 L 5	I	DJV 1B5A	110701 7 .
219367026 PROGRAMER, DETAIL	434 33443334455 S 46	I	JMT 1A3A4B	110101 5 070305 BUSINESS DATA PR
[redacted]387014 RATE REVIEWER	434 33344344455 S 45	I	MT 1A2A3A	110603 6 070102 ACCOUNTING AND C
[redacted]267018 CLAIM EXAMINER	434 22344244455 S 45	I	MP 1B2A	111201 7 081002 ACCIDENT AND HEA
239137010 COMMERCIAL-INSTRUCTOR SUPERVISOR	434 22343344455 S 5	I	DP 1B2A5A	110703 8 070401 OFFICE SUPERVISI
[redacted]367014 CAREER-GUIDANCE TECHNICIAN	434 33444344445 L 456	I	JMP 1B4A	110204 6 .
[redacted]137010 SUPERVISOR, BLOOD-DONOR RECRUITERS	434 32355244555 S 5	I	DMPV 1B2A5A	110902 6 080203 MARKETING OF BUS
295367018 FILM-RENTAL CLERK	434 33343343455 L 45	I	PIJ 1B2A	110204 5 070706 MAIL AND ORDER C
[redacted]137010 MANAGER, DEPARTMENT	434 22343344454 L 5	I	DJPV 2A5A	111105 6 061401 MARKETING MANAGE
[redacted]167010 CIRCULATION-SALES REPRESENTATIVE	434 33444444455 L 5	I	DIJP 1B2A5A	110901 6 080203 MARKETING OF BUS
320137014 MANAGER, LODGING FACILITIES	434 33344344445 L 45	B	VDP 2A5A	111101 7 060701 HOTEL/MOTEL MANA
372167022 MANAGER, ARMORED TRANSPORT SERVICE	434 23344244445 L 45	I	MDIP 2A5A1B	111104 6 061401 MARKETING MANAGE
[redacted]2167022 MANAGER, ARMORED TRANSPORT SERVICE	434 23344244445 L 45	I	MDIP 2A5A1B	111104 6 061401 MARKETING MANAGE
[redacted]6167018 COMMANDING OFFICER, MOTOR EQUIPMENT	434 22344244455 S 5	I	DMP 1B2A5A	110503 8 470604 AUTOMOTIVE MECHA
185167038 MANAGER, PARTS	433 22343444454 L 56	I	DP 2A5A	111105 7 061401 MARKETING MANAGE
[redacted]167130 STATION MANAGER	433 22344344455 L 5	I	VDPT 2A5A	111103 7 .
[redacted]167278 YARD MANAGER	433 23344344455 S 5	I	VDPMT 1B2A5A	111103 7 .
168267026 DEALER-COMPLIANCE REPRESENTATIVE	433 33344344444 L 5	B	PJM 1B2A	111005 6 080203 MARKETING OF BUS

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02-15-1989 Durrett Education Center Page 5

5167054 MANAGER, TOBACCO WAREHOUSE	433 23344344455 L 45	I	DPI	2A5A	111105 8 061401 MARKETING MANAGE
168267066 LICENSE INSPECTOR	433 33443444455 L 56	I	MT	2A1B	111003 7 430107 LAW ENFORCEMENT
188137010 SUPERVISOR	433 33344344455 L 45	I	DJPV	2A4A5B	110503 7 .
0137026 STEWARD/STEWARDESS, RAILROAD DINING	433 33343344434 L 245	IS	DPM	2A5A	111104 7 080905 WAITER/WAITRESS
5137018 POLICE LIEUTENANT, COMMUNITY RELATI	433 22344344455 S 5	I	DPV	1B2A4A	110903 8 430105 CRIMINAL JUSTICE
319137014 MANAGER, FLIGHT KITCHEN	433 33343344454 L 45	I	VDPJT	2A5A4B	111104 7 200405 FOOD CATERING.
5377018 MENTAL-RETARDATION AIDE	433 33444444454 M 456	I	PJV		100302 6
5267010 INVESTIGATOR, CASH SHORTAGE	433 33344244455 S 56	I	PJ	2a1b	111001 6 430109 SECURITY SERVICE
319137018 MANAGER, INDUSTRIAL CAFETERIA	433 33343344454 L 5	I	DPM	2A5A4B	111104 6 200406 FOOD SERVICE.
319137022 SUPERVISOR, COMMISSARY PRODUCTION	433 33343344454 L 456	I	VDPM	2a5a4b	111104 7 200405 FOOD CATERING.
0367022 MUSIC LIBRARIAN	424 33343344455 S 46	I	R	2A3A1A	110204 6 .
799227010 CHILDREN'S TUTOR	424 33344444455 L 456	I	VDP	4A5A	100303 5 200202 CHILD CARE AIDE/
100387010 CATALOG LIBRARIAN	424 33343244455 L 46	I	RT	3A1B	110204 5 .
5367026 PREPAROLE-COUNSELING AIDE	424 33444444455 S 5	I	PIJ		100102 6
9354010 HOMEMAKER	424 33444344455 L 45	I	IJP	1A4A	110203 5 200100 CONSUMER AND HOM
241267030 INVESTIGATOR	424 22354344455 S 456	B	PM	1B2A	110603 5 070202 CREDIT COLLECTIO
3357010 BLOOD-DONOR RECRUITER	424 32455344555 L 5	I	IP	1B2A	110902 3 080203 MARKETING OF BUS
9137010 SUPERVISOR, ANIMAL CRUELTY INVESTIG	424 33444344455 S 5	I	VDP	2A5A	111003 7 .
68267098 PESTICIDE-CONTROL INSPECTOR	423 22344244444 L 5	I	MP		111003 7
4163010 TRAFFIC INSPECTOR	423 22344344444 L 5	O	DMPV	1B2A	111005 7 060705 TRANSPORTATION M
8267030 DINING-SERVICE INSPECTOR	423 33443344434 L 25	IS	PJM		111005 7 200406 FOOD SERVICE.
68267082 AGRICULTURAL-CHEMICALS INSPECTOR	423 22344244444 L 5	B	IJP		111003 7
39131014 SUPERVISOR	423 33342344454 L 45	I	VDPM	2A3A4B	010602 7 .
3227014 INSTRUCTOR, PHYSICAL	333 33444444425 L 2345	I	DP	1B2A4A	100202 6 .
9247018 GRAPHOLOGIST	333 33442444455 S 56	I	PJF	1B4A	010701 4 .
68367014 RATER, TRAVEL ACCOMMODATIONS	333 33444444444 L 56	B	DPJM	1B2A	111005 6 .
7167150 MANAGER, STORAGE GARAGE	333 33344344444 L 5	I	VDP	2A5A	111103 6 061401 MARKETING MANAGE
1367010 PERSONAL PROPERTY ASSESSOR	333 33344344455 L 56	I	PM	1A2A	110603 4 .
56167018 MANAGER, APARTMENT HOUSE	333 33344344443 L 56	I	VJM	2A5A	111101 6 061401 MARKETING MANAGE
5267014 HUMAN RELATIONS OR DRUG AND ALCOHOL	333 32344444455 L 45	I	JPID	1B4A5A	100102 6 170401 ALCOHOL/DRUG ABU
0137010 MANAGER, BOARDING HOUSE	333 33344344454 L 45	I	VDP	2A	111101 6 060701 HOTEL/MOTEL MANA
6267022 SHOPPING INVESTIGATOR	333 33343344455 L 56	I	PJM	2A1B	111005 3 430109 SECURITY SERVICE
9647018 PSYCHIC READER	323 33444544455 S 45	I	FJP	1B5A	010701 3 .
5367022 FOOD-MANAGEMENT AIDE	323 33444344445 L 5	I	P		100102 3
4357010 LEASING AGENT, OUTDOOR ADVERTISING	323 33344344455 L 56	B	PIJ	1B2A	111202 4 080203 MARKETING OF BUS
3357018 GOODWILL AMBASSADOR	323 33443444455 L 5	I	PI	1B2A	110901 2 080203 MARKETING OF BUS
9367046 LIBRARY ASSISTANT	323 33443333444 L 3456	I	VP		110204 4 070705 GENERAL OFFICE C
9677018 NURSERY SCHOOL ATTENDANT	323 33444444454 M 345	B5	PV	1B4A	100303 4 200202 CHILD CARE AIDE/
9247010 DIVER	323 33443444444 M 2456	D46	VPS	1B3A5A	010702 4 .
9647010 IMPERSONATOR, CHARACTER	313 33444544455 L 5	B	PI	1B2A5A	010702 2 .
7667014 MODEL	312 33544544443 L 45	I	PI	1B2A5A	010801 3 080102 FASHION MERCHAND
5674010 CHILD-CARE ATTENDANT, SCHOOL	312 44444444455 M 3456	I4	VPJ	4A	100303 3 200202 CHILD CARE AIDE/
6687010 EDITOR, SCHOOL PHOTOGRAPH	312 34443443453 L 46	I	JT	1A4B	010601 5 480207 PHOTOGRAPHIC LAB
9677014 COACH DRIVER	311 34443544455 L 4	B	P	2A3A	010703 3 080903 MARKETING OF REC
1667010 MODEL, ARTISTS'	311 34545544444 L 4	I	FP	1B2A	010801 3 .
9647010 AMUSEMENT PARK ENTERTAINER	222 33444544455 L 45	B	PF	5A	010703 2 .
9647014 EXTRA	222 33444544455 L 4	B	R	1B3A	010801 2 .
1567010 GUARD, SCHOOL-CROSSING	212 33445445444 L 456	O	P	2A3A	100303 2 430109 SECURITY SERVICE

Searched 12126 Profiles and 257 Met the Search Profile Criterion.

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APPENDIX D
SELF-DIRECTED SEARCH

APPENDIX E
THE OCCUPATIONS FINDER

available from Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

Name_____
Date_____

Statement of Present Condition or Action
BARKSDALE SELF-ESTEEM EVALUATION

Score as follows: "0" if not true
"1" if somewhat true
"2" if largely true
"3" if true

____ 1. I usually feel inferior to others.

____ 2. I normally feel warm and happy toward myself.

____ 3. I often feel inadequate to handle new situations.

____ 4. I usually feel warm and friendly toward all I contact.

____ 5. I habitually condemn myself for my mistakes and shortcomings.

____ 6. I am free of shame, blame, guilt, and remorse.

____ 7. I have a driving need to prove my worth and excellence.

____ 8. I have great enjoyment and zest for living.

____ 9. I am much concerned about what others think and say of me.

____10. I can let others be "wrong" without attempting to correct them.

____11. I have a strong need for recognition and approval.

____12. I am usually free of emotional turmoil, conflict, and frustration.

____13. Losing normally causes me to feel resentful and "less than."

____14. I usually anticipate new endeavors with quiet confidence.

____15. I am prone to condemn others and often wish them punished.

____16. I normally do my own thinking and make my own decisions.

____17. I often defer to others on account of their wealth or prestige.

____18. I willingly take responsibility for the consequences of my actions.

____19. I am inclined to exaggerate and lie to maintain a self-image.

____20. I am free to give precedence to my own needs and desires.

____21. I tend to belittle my own talents, possessions, and achievements.

____22. I am free to speak up for my own opinions and convictions.

____23. I habitually deny, alibi, justify or rationalize my mistakes and defeats.

____24. I am usually poised and comfortable among strangers.

____25. I am very often critical and belittling of others.

____26. I am free to express love, anger, hostility, resentment, joy, etc.

____27. I feel very vulnerable to others' opinions, comments, and attitudes.

____28. I rarely experience jealousy, envy, or suspicion.

____29. I am a "professional people pleaser."

____30. I am not prejudiced toward racial, ethnic, or religious groups.

___ 31. I am fearful of exposing my "real self."

____32. I am normally friendly, considerate and generous with others.

____33. I often blame others for my handicaps, problems, and mistakes.

____34. I rarely feel uncomfortable, lonely, and isolated when alone.

____35. I am a compulsive "perfectionist."

____36. I accept compliments and gifts without embarrassment or obligation.

____37. I am often compulsive about eating, smoking, talking or drinking.

____38. I am appreciative of others' achievements and ideas.

____39. I often shun new endeavors because of fear of mistakes or failure.

____40. I make and keep friends without trying.

____41. I am often embarrassed by the actions of my family or friends.

____42. I readily admit my mistakes, shortcomings and defeats.

____43. I experience a strong need to defend my acts, opinions, and beliefs.

____44. I take disagreement and refusal without feeling "put down" or rejected.

____45. I have an intense need for confirmation and agreement.

____46. I am eagerly open to new ideas and proposals.

____47. I customarily judge my self-worth by comparison with others.

____48. I am free to think any thoughts that come into my mind.

____49. I frequently boast about myself, my possessions, and achievements.

____50. I accept my own authority and do as I, myself, see fit.

SELF-ESTEEM INDEX: To obtain your self-esteem index add the individual scores of all even numbered statements (i.e., Nos. 2,4,6,8, etc.) From this total subtract the sum of the individual scores of odd numbered statements (i.e., Nos. 3,5,7,9, etc.) This net score is your current Self-Esteem Index or SEI. For example: If the sum of all the individual scores of the even numbered statements is 37 and the sum of all individual scores of the odd numbered statements is 62, your SEI is 37-62 or a minus 25. The possible range of one's Self Esteem Index is from -75 to +75.

Yours will fall somewhere in between. Do not be concerned about your SEI, no matter how low, or even negative. Remember, your self-esteem simply is what it IS, the automatic product of your heritage and to-tal life experience; and thus nothing to be ashamed or em-barrassed about. It is important, however, that you be honest with yourself in order to obtain as valid a score as as possible. For this score is a beginning reference point in gauging your progress in building self-esteem. Also remember that no matter how low your present SEI may be, you CAN bring it up to any desired value by conscientious effort.

The Barksdale Self-Esteem Evaluation (SEE) has been reprinted in these modules with written authorization of the publisher and copyright holder, the Barksdale Foundation, P.O. Box 187, Idyllwild, California. It cannot be duplicated. You will need to order copies from the company for your program.

Barksdale Self-Esteem Evaluation No. 35

A copy of the research paper, "The Multi-dimensionality of a Measure of Adult Self-Esteem: Implications for Validity," by Fred Dagenais is in the Research file at Foundation HQ. Mr. Dagenais has not given us permission to send copies of this paper to other individuals, but we may give them his name and address as a contact person: Fred Dagenais, Assistant Professor of Medical Education, Department of Medicine, University of California, San Francisco, CA 94143.

To quote Mr. Dagenais' conclusion: "...The particular instrument analyzed, the Barksdale Self-Esteem Test, was shown to be normally distributed over a wide range of (total) scores, to have adequate 'ceiling' for the well-educated adult population sampled, and to have high internal consistency (reliability). Virtually all of the 50 test items were shown to be correlated with total score."

"...The Barksdale test seems to be independent of age, marital status, education, number of siblings, parents' education, and educational expectation. The Barksdale test total score and sub-scale scores are positively related to intellectual disposition, personal integration, and anxiety level, and negatively related to practical orientation and impulse expression as measured by the Omnibus Personality Inventory...The Barksdale test and its sub-scales were also negatively correlated with measures of powerlessness or personal alienation. It was seen that the relationship of self-esteem to powerlessness is primarily dependent upon a feeling of personal control over outcomes and a feeling of effectiveness based on professional expertise."

"...The relationship of several components of the Barksdale test and the total score to a variety of variables has been established. Generally, the correlations are in the predicted direction and contribute to the convergent validity of the concepts...."

Appendix G

GROW EDUCATIONAL COMPONENT WORKSHOPS

Facilitators from the University of Louisville and various community agencies presented workshops. They were as follow:

Topic:	Speaker:
Exploring Alternative Paths to Career Development	Steven J. Davis M.Ed. Career Counselor U of L
Self Acceptance	Ron L. Hutchins, Sr. MSSW/MHA
Positive Parenting	Joyce Harris, Director Early Childhood Center U of L
Family Budgeting	Vickie James ACCEPT Counselor American Red Cross
Stress Management	Howard James, Instructor JCPS Adult Education
Professional Appearance and Nutrition	Cecilia Shipley Career Counselor, YMCA
Career Opportunities	Jo Ann Clancy, Project Dir. Bennington Corporation
Job Seeking Skills and Goal Setting	Counselors from Jefferson Community College
Chemical Dependency	Cyril Wantland, Coordinator JCPS Drug and Alcohol Education Unit
Improving Self-Esteem	William Conwill, Ph.D. Instructor/ Consultant JCPS Adult Education
Job Seeking and Career Awareness	Sylvia Janes, Instructor JCPS Adult Education

Appendix H

EVALUATION FORM

WORKSHOP_____

	LOW					HIGH
1. I feel better about myself after participating in the training.	1	2	3	4	5	N/A
2. I can use information from the training to help get a job.	1	2	3	4	5	N/A
3. I have a better understanding of careers I can pursue.	1	2	3	4	5	N/A
4. I feel more confident about getting and keeping a job as a result of the training.	1	2	3	4	5	N/A
5. The goals stated at the start of the training matched with the information presented.	1	2	3	4	5	N/A
6. The speaker was well-prepared.	1	2	3	4	5	N/A
7. My overall rating of the training is:	1	2	3	4	5	N/A

SUGGESTIONS AND COMMENTS:

Appendix I

PRE-TEST/POST-TEST COMPARISONS FOR [redacted]

NAME	PRETEST SDS	PRETEST SEE	POSTTEST SDS	POSTTEST SEE
ALEXANDER, YOLANDA	CSA	25	CSE	18
AVERY, BARRY	ESI	4	SRE	8
BLACK, KAREN	SCE	19	SAE	19
BOWEN, EARLENE	RES	24	SCA	2
CAHILL, JOYCE	RSC	40	CRS	51
DYKES, JOYCE	RCS	40	CRS	29
FARLEY, JAMES	RSI	12	RSI	21
FOGLE, JAMES	ESA	48	ESA	44
LAURA, GRAVES	SRA	-19	SIE	44
HAYWOOD, PATTY	CSE	-4	CSE	-6
HOLLINGER, VINCENT	CES	3	CSE	13
HUGHSON, NANCY	CRI	2	CRA	51
HUNTER, SHERRY	EIA	30	EAS	48
KESSINGER, CONNIE	ESC	27	CIR	60
LOVE, FRANK	RSA	18	RSE	29
MATSON, GAYLA	SAS	23	SIC	42
MATSON, JAMES	RSC	-6	RSI	27
MIDKIFF, MIKE	RIE	34	RIA	41
MIDKIFF, ROSE	SCE	-1	SCE	-8
SMITH, FLORENCE	SER	33	ASE	23
STILES, RENE	CSE	21	CSE	29
TROWELL, CRYSTAL	SAR	14	SAR	25
TURPIN, ELOISE	SCE	5	SRA	29
WAGNER, CHERYL	CRS	4	SCE	30
WATERS, REBECCA	CSE	26	SEC	36

Sixteen participants showed improvement in self esteem. [redacted] (60%)
Eighteen participants showed changes in career choices [redacted] (72%)

Appendix J

PRE-TEST/POST-TEST COMPARISONS FOR SCORE
(CONTROL GROUP)

NAME	PRETEST SDS	PRETEST SEE	POSTTEST SDS	POSTTEST SEE
BRAGG, EMMA	SEA	39	CAE	36
BUCHANON, CARRIE	SCE	24	SCI	28
BYARS, THERESA	CSE	10	SCA	35
CALLOWAY, REGENIA	CSE	31	CAS	33
CROSS, ALMANZA	RSA	45	RSA	43
DARDEN, SHARON	SEA	48	SEA	50
DOWNING, JOYCE	CAS	29	CAS	44
DUDLEY, BRIDGETTE	CEA	26	ECS	31
DUNCAN, VANESSA	SEC	24	SEC	28
DUNCKLEY, MARION	CSE	51	CSE	53
FARRELL, PATRICIA	SEC	27	SEC	31
FIELDS, YOLANDA	CSE	32	CSE	-2
GARTH, TERRI	CSE	38	CSE	41
JOHNSON, BETTY	SER	54	ESA	43
JOHNSON, PAMELA	SCI	54	SIC	59
LANHAM, JUDITH	SEC	39	SEA	61
MADDEN, LISA	SCE	37	SCE	40
MASON, BARBARA	ESC	23	CSA	30
NEAGLE, TAMARA	CSA	26	CSA	50
SHAW, GENERIA	CSI	50	CSI	59
SKAGGS, MILDRED	SIC	4	SIC	10
SMITH, BRENDA	CES	57	CES	39
STAFFORD, MARY	SEC	11	SEC	7
TAYLOR, NORMA	SEC	5	SAC	22
TILLER, DEBBIE	CSE	45	CSE	44

Seventeen participants showed improvement in self-esteem (68%). Nine participants made changes in career choices (36%).

Appendix K

SELF - ESTEEM
PRE - TEST
SCORES

WORTH	CONTROL GROUP
-19	
-6	
-4	
-1	
2	
3	
4,4	4
5	5
12	
14	
18	
19	
21	
23	23
24	24,24
25	26,26
26	27
27	29
30	31
33	32
34	37
40,40	38
48	39,39
	45,45
avg.	48
	50
(16.88)	51
	54,54
	57
	avg.
	(32.32)

Appendix L

SELF - ESTEEM
POST - TEST
SCORES

WORTH

4
5

10
11

23
24,24
26,26
27
29

31
32
37
38
39,39

45,45
48
50
51
54,54
57

avg.

(33.16)

CONTROL GROUP

- 2

7
10

22

28,28
30
31,31
33
35
36
39
40
41
43,43
44,44

50,50

53
59,59
61

avg.

(36.68)

Appendix M

OUTLINE: PROJECT GROW VIDEOTAPE

I. Introduction--This will focus on the stereotypical view of homeless people, who they are, what they do, where they "live."
   A. Three-question test for viewers. Answers will set up the description of the situational homeless.
   B. What has made the difference in their lives? Answer will set up the definitions and explanations of Projects WORTH and GROW. Statistical information will be included here about the pre and post tests: Self-directed search and self-esteem.

II. Interviews
   A. Project participants: Questions will focus on changes they see in themselves as a result of the program. Point of reference--The improvement in self-esteem allows them to formulate long-range goals, which include career awareness/vocational planning.
   B. Marlene: Broader perspective of how she remembers the students when she first saw them vs. the way she seems them now.

III. Guidelines for working with similar populations

Graphics will illustrate components of PROJECT WORTH and GUIDELINES...

Education, Adult Basic Reading, Advertising for the Small Business, Aerobics, Algebra, Antiques, Assertive Traini
Basic Education, Adult Basic Reading, Advertising for the Small Business, Aerobics, Algebra, Antiques, Assertive Traini
lt Basic Education, Adult Basic Reading, Advertising for the Small Business, Aerobics, Algebra, Antiques, Assertive Traini
lroom Dancing, Banjo, Bank Teller Training, Bass Fishing, Bike Maintenance, Blueprint Reading, Bookkeeping, Bread Mak
om Dancing, Banjo, Bank Teller Training, Bass Fishing, Bike Maintenance, Blueprint Reading, Bookkeeping, Bread Mak
room Dancing, Banjo, Bank Teller Training, Bass Fishing, Bike Maintenance, Blueprint Reading, Bookkeeping, Bread Mak
reer Development, Calligraphy, Cake Decorating, Caring Connection, Carpentry, Cashier Checker, Catering, Chair Caning,
Development, Calligraphy, Cake Decorating, Caring Connection, Carpentry, Cashier Checker, Catering, Chair Caning,
Development, Calligraphy, Cake Decorating, Caring Connection, Carpentry, Cashier Checker, Catering, Chair Caning,

Something for Everyone!

June 9, 1989

Dear Brenda:

Thank you so much for your participation in the filming of the videotape on Project GROW. I know that it took a lot of courage to tell your story, and we do appreciate your sharing. The film will be shown throughout the state to help other communities begin a program like Project WORTH.

Each of you who participated are very special, and I hope as a team, we can help others in Kentucky feel as good as you and to be as successful.

Sincerely,

Janet Steffens

Janet Stefiens
Jefferson County Adult Education

JS/ss

Jefferson County Public Schools

Adult and Continuing Education

4409 Preston Highway • Louisville, Kentucky 40213 • (502) 456-3400

Equal Opportunity Affirmative Action Employer offering Equal Educational Opportunities

BEST COPY AVAILABLE

Script for GROW video tape

OPEN WITH SCENES OF STREET HOMELESS.

Narrator: You have seen them on the streets, haven't you? They are the dirty, ragged, unclear, and unfocused people without an address. They are resigned to living under bridges, over grates, inside boxes, and outside the mainstream of life. Estimates of their numbers differ from under a million to over four million. They are the Homeless People in America.

The issues of rural homelessness and urban homelessness are the same. They are the underclass, undereducated, lazy, mentally ill, chemically dependent, bag ladies, old, and dying. But "the homeless" cannot be categorized so easily and quickly.

How literate are you concerning the homeless population? Let's take a little quiz to establish your "knowledge of the homeless" competency.

1. Why are they without homes? They were

   a. evicted from low-income housing when rents were increased above the maximum allowed by welfare

   b. laid off from plants that are not being reopened, and skills are obsolete

   c. deinstitutionalized from mental hospitals prior to the 1980's

   d. part of the intergenerational cycle of illiteracy and dependency

   e. all of the above.

2. They are on the streets because they

   a. do not want to work

   b. do not behave according to societal norms

   c. do not have good values

   d. do not have access to affordable housing.

3. The fastest growing sector of the homeless in America are

   a. "lifestyle homeless"--young people or others who leave home to wander

   b. individuals, dispossessed and alone

   c. "hidden homeless" families doubling up illegally with other families

   d. small children.

Check your answers with us as we discuss some of the basic characteristics of the homeless population.

Number 1 is, of course, "e" all the above. The loss of jobs in industry forced many into poverty, and the homes were given up when scarce funds were allocated to food, clothing, medical care, and the search for employment.

Others who were in low-income housing have lost their homes to condominium conversion and higher unaffordable rents. Some were confined to mental hospitals and released by court order in the 1970's. Unable to adapt, they are on the streets. Finally, there are those who are part of an intergenerational cycle of homeless persons, undereducated, emotionally and physically deprived as children and unable to provide for their families as adults. What we are saying, then is that there are generally three types of homeless

people: the marginals, who drift in and out of a homeless state; the situationals, a growing number who have met with a devastating crisis; and the chronics, those who are active alcoholics and drug users and who choose to be on the streets.

The answer to Number 2 is "d" a lack of affordable housing, according to Jonathan Kozol, author of Rachel and Her Children. He calls such things as "family breakdown," "drugs," "the underclass," etc. "precipitating factors" but the lack of housing is the true cause.

Sad as it is, the answer to Number 3 is "d" . In 1988 the average homeless family included a parent with two or three children. The average child is six years old, the average parent--27. We are the only industrialized nation in the world in which the poorest class is made up of children. We refer to this population as the "situational homeless," those who need shelter and protection until their situations change.

In Kentucky, as in New York, Arizona, California, Missouri and all other states, there are places for these people to seek shelter.

There are Emergency shelters, such as The Salvation Army, Wayside Christian Mission, the Spouse Abuse Center, and Volunteers of America, which allows occupants to remain for a limited number of days.

Transitional Housing in which homeless people can reside for a year, providing they live up to the goals and

objectives of the Shelter. The occupants must be going to school, trying for an academic upgrade, working on their interpersonal skills, exploring career goals, and attending group meetings which lend strong support to the occupants.

Public Housing, subsidized by the federal government... by Voucher 8. This is a Key to permanence, and the rent is based on income and number of family members.

But is there a way of helping the homeless families beyond providing housing, temporary or otherwise?
The Jefferson County Adult Education Unit believes there is. That is why they became involved in PROJECT WORTH--WORK OPPORTUNITY READINESS FOR THE HOMELESS.

Designed to serve the job training needs of homeless adults in emergency and transitional shelters in Louisville, Kentucky, the Project services include: adult basic education, GED preparation, vocational and academic assessment, transportation, child care, basic living skills, vocational skill training, and job placement.

93 homeless adults have received academic and vocational assessment.

62 have received basic living skills training.

71 have received vocational training.

33 are enrolled in GED preparation.

38 children are enrolled in child care.
Hot lunches are provided for adults, and children eat breakfast, lunch, and snacks at the center.

The Kentucky Department of Vocational Education Single

Parent/Homemaker Program funded a short-term project, PROJECT GROW, in which the students' growth in self-esteem and career awareness were measured.

A 50-question Pre and post-test on evaluating one's own self-esteem was administered to every student. 60% of them showed growth in self-esteem at the end of the training sessions. PROJECT GROW WORKSHOPS were presented on self-acceptance; interview te niques; grooming and hygiene; money management and budgeting; stress management; and nutrition.

The self-directed search, a guide to educational and vocational planning, helped students explore occupations. After learning the variety of options available to them, 68% changed their career choices.

130 WORTH and GROW students participated in the process of analyzing and evaluating their strengths and weaknesses in the vocational assessment center. Their vocational interests were measures, academic tests were administered, and a vocational aptitude battery measured eleven areas. Additional activities sponsored by PROJECT GROW were classes in employability skills and basic living, as well as 12 of career awareness.

Have PROJECTS WORTH AND GROW affected the lives of those enrolled? Let's ask them.

INTERVIEWS

Questions:

1. The changes in myself which I have observed and which I feel are a result of this program are:

2. The things in the program that have been most successful for me as an individual are:

3. The things about the program which have caused me the most problems are:

4. The immediate and long-range goals that I have set as a result of this program are:

Interview Marlene

Interview Sue Speed

Within your local areas you can also serve the homeless population. Marlene and Sue have some Guidelines for you.

1. Go to the shelters and ask, "How can the schools help to meet the needs of the homeless population?" Set up a close relationship with the shelter directors and staff. They will be some of your best support.

2. Conduct staff development to assure that the staff in the project understands the population, their value systems, their fears, their problems.

3. Clarify who would be best candidates. Screen the applicants to meet the criteria.

4. Be Flexible. Allow for modification and change. Monitor and adjust.

5. Accept and celebrate small successes.

End with poem or view of homeless walking down the road.

KY89.5 P05

Project GROW

Curriculum Modules

Career Awareness and Self-Esteem for Single Parents and Homemakers

Project Director: Jeannie Heatherly
Project Coordinator: Janet Steffens

Submitted to:
Kentucky Department of Education
Equal Vocational Education Programs
Frankfort, Kentucky 40601

Submitted by:
Jefferson County Adult Education
4409 Preston Highway
Louisville, Kentucky 40213

CAREER AWARENESS MODULES
SINGLE PARENTS AND HOMEMAKERS

Description: Career awareness includes a knowledge of career options, which is not limited by gender bias or stereotyping, deciding on several most suitable careers and researching those careers to determine the most appropriate choice. The accompanying modules on self esteem are a valuable prerequisite for career awareness.

Rationale: Students will gain an understanding of their own interests and how those interests relate to many possible careers. The modules provide an opportunity for self-understanding, career awareness and exploration, and researching suitable careers.

General Objectives:

The students will gain insight into their own interests and how those relate to career options.

Personal characteristics will be used to narrow career choices to the three or four that are most suitable.

Students will research those careers that are identified as being most suitable.

Students will gain an understanding of gender bias and stereotyping and how to avoid allowing these factors to limit career choices.

Content Outline:

I. Introduction to career awareness
   A. Brainstorming dream careers
   B. Discussion of realistic career options
   C. Discussion of careers stereotyped as male and female
   D. Listing dream careers and determining if they are realistic choices

II. Determining interests and suitable career choices
   A. Use the Self Directed Search to identify interests
   B. Use the summary code to identify the three or four most suitable careers
   C. Research the identified careers in the Dictionary of Occupational Titles and other resource books available

LESSON ONE

Major Concept:	Increase awareness of career options insuring that options are not limited by gender bias or stereotyping
Supporting Concept:	Introduction to Career Awareness
Behavioral Objectives:	Students will brainstorm dream careers discussing the duties, salary, education or training, and opportunities for advancement.
	Given information about gender stereotyping and bias, students will discuss ways these can limit career choices.
	Students will list their dream careers and decide if they are realistic and what they actually know about those careers.

Instructional Strategies:

Lead the students in discussing their dream careers including the duties, salary, education or preparation needed and chances for advancement.

Help the students separate dreams from realities to determine if any of these choices would be appropriate.

Discuss the importance of having a career which offers a chance for growth and advancement.

Discuss the meaning of gender stereotyping and bias and how they can limit career choices.

Students will list their own dream careers and what they know about each career.

Key Questions:
1. Is this career a realistic goal for now?
2. What do I know about this career?
3. What do I like about this career?
4. Has this career been selected because it is typically a female or male career?

Materials: List of nontraditional careers

LESSON TWO

Supporting Concept: Determine Interests and Suitable Career Choices

Behavioral Objectives: Students will use the Self-Directed Search to identify their interests.

Students will use the summary code to identify three or four suitable careers.

Instructional Strategies:

Read the introduction to the Self-Directed Search with the students.

Encourage the students to take plenty of time with this activity as the result will be more helpful if it is done in a thoughtful manner.

When students complete the booklet show them how to compare their summary codes with the Occupations Finder to identify possible careers.

Ask students to compare their summary code with the codes for their dream careers from Lesson One.

Key Questions:

1. Were the career choices identified surprising to you? If so, why?
2. Were your dream careers similar or different from the careers identified by the SDS?
3. Have you learned anything new about yourself as a result of this activity?

Materials Needed: A copy of the *Self-Directed Search for each student. (Order from Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306)

Several copies of The Occupations Finder from the address above

*The Self Directed Search is an interest inventory. It is highly effective because it does not rely on test scores, but taps into the student's subconcious to identify interests. Student interest are matched with career options by using the summary code. This inventory is especially useful with people who have low self-esteem.

The inventory booklet can be used on an individual basis or as a group activity. The instructions are written in a supportive, easily understood manner. Students are encouraged to consider all the options and think for themselves.

LESSON THREE

Supporting Concept: Determine Interests and Suitable Career Choices

Behavioral Objectives: Given the ~~Careers~~ Occupations Finder and the Dictionary of Occupational Titles students will research occupations identified in their summary code.

Given other *career reference materials students will do additional research on the careers that seem most suitable to them.

Instructional Strategies:

Provide copies of the Careers Finder and Dictionary of Occupational Titles for student use.

Encourage the students to talk to people who are employed in occupations that interest them and to read additional books or articles about those occupations.

Provide additional resources for career awareness research such as books, magazines, or newspaper articles.

Materials Needed: Copies of the ~~Careers~~ Occupations Finder and the Dictionary of Occupational Titles and other resource materials (see list)

* The following are other career resource materials that may be found in libraries or ordered from the publisher.

Bolles, R.N. What Color is Your Parachute? Berkeley: Ten Speed Press, 1984.

Holland, J.L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, N.J.: Prentice Hall, 1984.

The Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics. (Published every two years)

Wright, John W. The American Almanac of Jobs and Salaries. New York: Avon Books, 1987.

SELF-ESTEEM MODULES
SINGLE PARENTS AND HOMEMAKERS

Description: Self-esteem is the warmth or love one feels toward him/herself. Positive self-esteem is loving oneself and is based on total and unconditional self-acceptance. Self-esteem has its roots within one's family and can be improved by adults no matter how negative or low it may be in the beginning. The first step to improvement is awareness.

Rationale: Participants will gain a better understanding of themselves and how their self-esteem affects their lives. Self-evaluation, positive thinking, and self-esteem improvement are stressed.

General Objectives:

Participants will gain an understanding of self-esteem and the emotions that surround it.

Participants will measure their own self-esteem using the *Barksdale Self-Esteem Evaluation.

Participants will learn ways of improving self-esteem and gaining self-acceptance.

Content Outline:

I. Introduction to Self-Esteem
   A. Discuss the meaning of the term self-esteem
   B. Exercise 1, "The Kind of Person I Am"
   C. Evaluate Exercise 1 for positive and negative statements

II. Evaluating and Improving Self-Esteem
   A. Participants fill out self-esteem evaluation
   B. Determine scores and encourage participants not to worry about low or negative scores
   C. Exercise 2 "Discovering the Roots of Self-Esteem"
   D. Exercises 3 and 4 focus on improving self-esteem

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LESSON ONE

Major Concept:	Gain an understanding of self-esteem and the emotions surrounding it.
Supporting Concept:	Introduction to Self-Esteem
Behavioral Objectives:	Participants will discuss the meaning of the term "self-esteem".
	Participants will divide a sheet of paper in half lengthwise and make lists under the headings, "The Kind of Person I Am" and "The Kind of Person I Want to Be".
	Participants will work in small groups to evaluate Exercise 1 for positive and negative statements.

Instructional Strategies:

Lead the participants in discussing the meaning of self-esteem. A list of resource materials accompanies these modules.

Exercise 1: Ask the participants to fold a sheet of paper lengthwise. Each half will have a heading: "The Kind of Person I Am" and "The Kind of Person I Want to Be". Ask participants to list characteristics about themselves under each heading. Allow about 10 minutes for this activity.

After the worksheets are completed, ask each participant to put a check by any word in the first list that is negative. A high number of checks indicates a poor self-image. Ask each person to change the negatives to positives.

Facilitate a discussion by reading a list of guidelines to the participants:

1. No judging of others; everyone is entitled to their opinion.
2. Learn to be a good listener; avoid interrupting
3. Share comments but don't give advise. Each participant must make their own decision.
4. Respect the privacy of others by not repeating what you hear in the discussion.

Ask the participants to discuss, "How I Can Become the Person I Want to Be".

LESSON TWO

Major Concept: Participants evaluate their own self-esteem using the Barksdale Self-Esteem Evaluation or other inventory.

Supporting Concept: Evaluating Self-Esteem

Behavioral Objectives: Using the Barksdale Self-Esteem Evaluation the participants will evaluate their own self-esteem.

Participants will tally their own scores for the evaluation.

Participants will do Exercise 2 which helps identify the roots of each person's self-esteem.

Instructional Strategies:

Give each participant a copy of the Barksdale Self-Esteem Evaluation or a similar self-esteem inventory. Allow 15 to 20 minutes to complete the evaluation. Ask participants to follow the directions for tallying their score on the evaluation. It may be helpful to go over the directions with the participants. Encourage participants not to worry about low or negative scores as self-esteem can always be improved with effort.

Exercise 2: Ask the participants to work in small groups of four or five. Direct each person to draw a shape in the middle of the paper that represents their family table when they were a child between the ages of 5 and 15 years old. Color the table to show the mood of the family at that time. Around the table draw a circle to represent each family member. Color each circle according to the personality of each family member. Put yourself in the picture and color. Give each person a chance to meet with their small group and answer the questions "Who made me feel good about myself?" and "Who made me feel bad?" "How are these messages affecting me today?" Use the diagrams to make the point that the way we all feel about ourselves started very early in our lives. We can change the childhood image we have been given of ourselves by working to make it more positive.

Homework: Jot down positive and negative thoughts each day. How many times were thoughts negative or positive?

Name_____
Date_____

Statement of Present Condition or Action
BARKSDALE SELF-ESTEEM EVALUATION

Score as follows: "0" if not true
"1" if somewhat true
"2" if largely true
"3" if true

____ 1. I usually feel inferior to others.

____ 2. I normally feel warm and happy toward myself.

____ 3. I often feel inadequate to handle new situations.

____ 4. I usually feel warm and friendly toward all I contact.

____ 5. I habitually condemn myself for my mistakes and shortcomings.

____ 6. I am free of shame, blame, guilt, and remorse.

____ 7. I have a driving need to prove my worth and excellence.

____ 8. I have great enjoyment and zest for living.

____ 9. I am much concerned about what others think and say of me.

____10. I can let others be "wrong" without attempting to correct them.

____11. I have a strong need for recognition and approval.

____12. I am usually free of emotional turmoil, conflict, and frustration.

____13. Losing normally causes me to feel resentful and "less than."

____14. I usually anticipate new endeavors with quiet confidence.

____15. I am prone to condemn others and often wish them punished.

____16. I normally do my own thinking and make my own decisions.

____17. I often defer to others on account of their wealth or prestige.

____18. I willingly take responsibility for the consequences of my actions.

____19. I am inclined to exaggerate and lie to maintain a self-image.

____20. I am free to give precedence to my own needs and desires.

____21. I tend to belittle my own talents, possessions, and achievements.

____22. I am free to speak up for my own opinions and convictions.

____23. I habitually deny, alibi, justify or rationalize my mistakes and defeats.

____24. I am usually poised and comfortable among strangers.

____25. I am very often critical and belittling of others.

____26. I am free to express love, anger, hostility, resentment, joy, etc.

____27. I feel very vulnerable to others' opinions, comments, and attitudes.

____28. I rarely experience jealousy, envy, or suspicion.

____29. I am a "professional people pleaser."

____30. I am not prejudiced toward racial, ethnic, or religious groups.

____31. I am fearful of exposing my "real self."

____32. I am normally friendly, considerate and generous with others.

____33. I often blame others for my handicaps, problems, and mistakes.

____34. I rarely feel uncomfortable, lonely, and isolated when alone.

____35. I am a compulsive "perfectionist."

____36. I accept compliments and gifts without embarrassment or obligation.

____37. I am often compulsive about eating, smoking, talking or drinking.

____38. I am appreciative of others' achievements and ideas.

____39. I often shun new endeavors because of fear of mistakes or failure.

____40. I make and keep friends without trying.

____41. I am often embarrassed by the actions of my family or friends.

____42. I readily admit my mistakes, shortcomings and defeats.

____43. I experience a strong need to defend my acts, opinions, and beliefs.

____44. I take disagreement and refusal without feeling "put down" or rejected.

____45. I have an intense need for confirmation and agreement.

____46. I am eagerly open to new ideas and proposals.

____47. I customarily judge my self-worth by comparison with others.

____48. I am free to think any thoughts that come into my mind.

____49. I frequently boast about myself, my possessions, and achievements.

____50. I accept my own authority and do as I, myself, see fit.

SELF-ESTEEM INDEX: To obtain your self-esteem index add the individual scores of all even numbered statements (i.e., Nos. 2,4,6,8, etc.) From this total subtract the sum of the individual scores of odd numbered statements (i.e., Nos. 3,5,7,9, etc.) This net score is your current Self-Esteem Index or SEI. For example: If the sum of all the individual scores of the even numbered statements is 37 and the sum of all individual scores of the odd numbered statements is 62, your SEI is 37-62 or a minus 25. The possible range of one's Self Esteem Index is from -75 to +75.

Yours will fall somewhere in between. Do not be concerned about your SEI, no matter how low, or even negative. Remember, your self-esteem simply is what it IS, the automatic product of your heritage and to-tal life experience; and thus nothing to be ashamed or em-barrassed about. It is important, however, that you be honest with yourself in order to obtain as valid a score as as possible. For this score is a beginning reference point in gauging your progress in building self-esteem. Also remember that no matter how low your present SEI may be, you CAN bring it up to any desired value by conscientious effort.

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Barksdale Self-Esteem Evaluation No. 35

A copy of the research paper, "The Multi-dimensionality of a Measure of Adult Self-Esteem: Implications for Validity," by Fred Dagenais is in the Research file at Foundation HQ. Mr. Dagenais has not given us permission to send copies of this paper to other individuals, but we may give them his name and address as a contact person: Fred Dagenais, Assistant Professor of Medical Education, Department of Medicine, University of California, San Francisco, CA 94143.

To quote Mr. Dagenais' conclusion: "...The particular instrument analyzed, the Barksdale Self-Esteem Test, was shown to be normally distributed over a wide range of (total) scores, to have adequate 'ceiling' for the well-educated adult population sampled, and to have high internal consistency (reliability). Virtually all of the 50 test items were shown to be correlated with total score."

"...The Barksdale test seems to be independent of age, marital status, education, number of siblings, parents' education, and educational expectation. The Barksdale test total score and sub-scale scores are positively related to intellectual disposition, personal integration, and anxiety level, and negatively related to practical orientation and impulse expression as measured by the Omnibus Personality Inventory...The Barksdale test and its sub-scales were also negatively correlated with measures of powerlessness or personal alienation. It was seen that the relationship of self-esteem to powerlessness is primarily dependent upon a feeling of personal control over outcomes and a feeling of effectiveness based on professional expertise."

"...The relationship of several components of the Barksdale test and the total score to a variety of variables has been established. Generally, the correlations are in the predicted direction and contribute to the convergent validity of the concepts...."

LESSON THREE

Major Concept: Participants learn ways of improving self-esteem.

Supporting Concept: Evaluating and Improving Self-Esteem

Behavioral Objectives: Participants will discuss some of their negative and positive thoughts from the homework assignment.

Participants will do Exercise 3 by identifying a person they have trouble saying "no" to and deciding why this situation is a problem.

Each participant will role-play dealing with the difficult person and winning (being assertive).

Participants will do Exercise 4 by filling out a work sheet marked "I have to" and "I can't".

Participants will discuss answers to Exercise 4 and decide on ways of taking control of those situations.

Instructional Strategies:

Ask the participants what happened when they recorded their positive and negative thoughts. Ask them what some of their negative thoughts were and how they could turn them into positive thoughts.

Explain to students that honest communication and expression of feelings is a good starting point for improving self-esteem. Unexpressed feelings become resentments that are usually expressed in inappropriate and destructive ways.

Exercise 3: Ask each participant to identify a person they have difficulty saying "no" to and ask the group to help them decide why this is a problem.

Conduct a role-playing session in which each participant deals effectively with the difficult person. It may be difficult for some participants to say no or express other feelings even in a role-playing situation. Offer a lot of encouragement when needed.

Instructional Strategies (continued: LESSON THREE)

Exercise 4: Ask participants to fill out a worksheet divided in half and marked "I have to" and "I can't". After the sheets are completed have the participants change the words "I have to" to "I choose to," and "I can't" to "I can if I choose to." Discuss the idea that if we really want to change our lives, we can. We can't wait for others to motivate us; we must make the change ourselves. Each of us is responsible for changing a situation if we don't like it.

Read "Cherish Yourself" from the worksheet and encourage each participant to take the page home and put it where they can see it.

Homework: Ask the participants to take a risk and stand up to someone to whom they have trouble saying no. Encourage them not to choose the most difficult person first, but to get some practice before they confront the person they feel will be most difficult.

Participant's Worksheet

CHERISH YOURSELF

CHERISH YOURSELF

Because you were created
Because you are a woman/man
Because you have a contribution to make to society

CHERISH YOURSELF

by walking proud and tall
by speaking your opinions
by being the master of your fate
by never allowing another power to destroy you emotionally

Those who truly cherish and appreciate themselves will live their lives more fully, form more meaningful relationships, and possess an inner strength that will allow them to deal effectively with the difficulties encountered in life.

For your own sake and that of those you love,

CHERISH YOURSELF

Adapted from "Cherish Yourself", The Woman Within, Women's Educational Equity Act Program, U.S. Education Department.

Suggested Resources:

Barksdale Foundation, P.O. Box 187, Idyllwild, California publisher for the Barksdale Self-Esteem Evaluation.

Goldberg, Herb. The Hazards of Being Male. New York: The New American Library, 1976.

Fensterheim, Herbert, Ph.D.; Baer, Jean. Don't Say Yes When You Want to Say No. New York: The Dell Publishing Company, 1980.

Malott, Karen; Taylor, Angela. ReEntry. Homemaker ReEntry Center, Northern Kentucky University, Highland Heights, Kentucky 41076.

Promoting Self-Esteem in Young Women, The University of the State of New York, The State Education Department, Albany, New York 12232.

The Woman Within, Women's Educational Equity Act Program, U.S. Education Department.

EVALUATION FORM

WORKSHOP_____

	LOW					HIGH
1. I feel better about myself after participating in the training.	1	2	3	4	5	N/A
2. I can use information from the training to help get a job.	1	2	3	4	5	N/A
3. I have a better understanding of careers I can pursue.	1	2	3	4	5	N/A
4. I feel more confident about getting and keeping a job as a result of the training.	1	2	3	4	5	N/A
5. The goals stated at the start of the training matched with the information presented.	1	2	3	4	5	N/A
6. The speaker was well-prepared.	1	2	3	4	5	N/A
7. My overall rating of the training is:	1	2	3	4	5	N/A

SUGGESTIONS AND COMMENTS: